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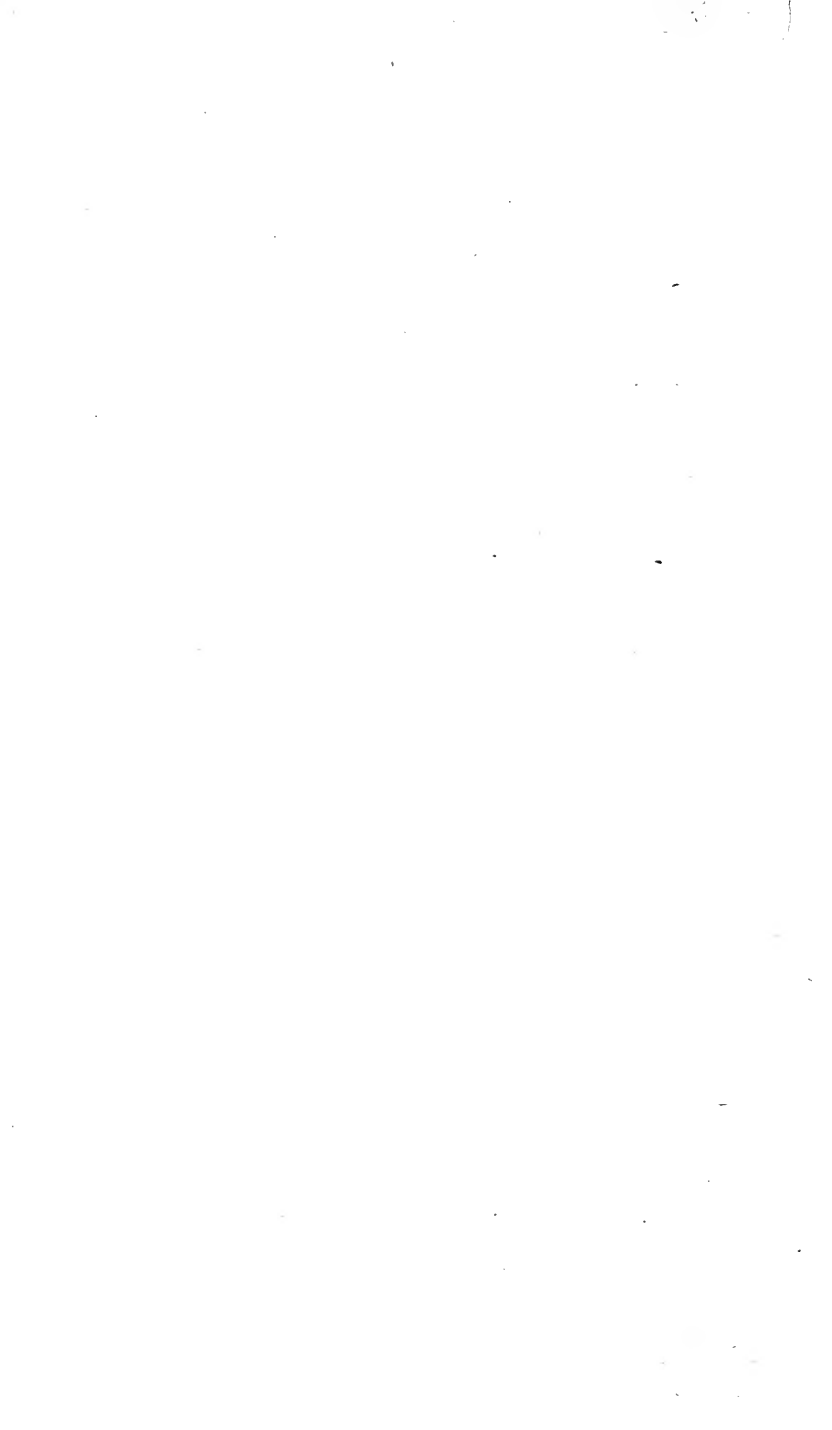
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ANNUAL REPORT

OF THE

STATE SUPERINTENDENT

OF

PUBLIC SCHOOLS OF NEW JERSEY,

FOR THE YEAR 1851.

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Read January 27, 1852, and ordered to be printed.

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TRENTON:

PRINTED BY MORRIS R. HAMILTON.

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1852.

REPORT

OF THE

STATE SUPERINTENDENT.

OFFICE OF THE SUPERINTENDENT OF PUBLIC SCHOOLS, }
PERTH AMBOY, January 15, 1852. }

To the Legislature of the State of New Jersey.

In compliance with the requirements of the law, the following REPORT is respectfully submitted:

The state is divided into twenty counties, which contain one hundred and eighty-three townships. Reports have been received from one hundred and seventy, leaving thirteen unreported.

From the returns made by the town superintendents, bearing date the 15th day of December, 1851, it appears that there are 1612 school districts in the state, of which 1538 are reported as having made the returns required by law.

The number of children reported as residing within the districts, between the ages of 5 and 18, is 145,529.

The number reported as having attended school during the past year is 88,610, being an increase, over the number reported last year, of 13,365.

The amount of money appropriated by the state for educational purposes was \$80,000, which, in addition to the sum of \$170,859.51, raised by the different townships, makes an aggregate of \$250,859.51, being an increase of \$98,280.89 over the preceding year.

As some town superintendents have failed to make the reports required by law, the statistics of last year have been taken for the present; and in as much as the amount appropriated by the state for the present year is greater than the last, it is evident that the amount before stated is below the amount actually appropriated during the past year, without taking into consideration the increased sum raised by the townships to meet the state appropriation.

Whatever may have been true of the past, it can no longer be said that the people of New Jersey are negligent of the education of their children. No state in the Union does more, or is willing to do more, than New Jersey. This is abundantly proved, not only by the increased appropriation made by the legislature and the people, but by the readiness with which they are made; the greater interest paid by the inhabitants of townships and districts to the erection of school houses, the employment of qualified instructors, and the increased number of children attending the public schools. More attention is paid to the selection of trustees, and the town superintendents, generally, are now not only well qualified for the situation, but have entered upon the performance of their duty with a zeal and a determination to render the public schools worthy of approbation and encouragement. Much of all that has been done to improve the system of education in this state, to elevate the character of the teacher, to rouse the latent energy of the people, is the work of the town superintendents; and it would be an act of injustice and ingratitude to withhold from them the meed of praise. In the present Executive, the friends of education have also found a willing and efficient co-laborer; his words of promise have not only been kept to the ear, but to the intent and purpose. The Attorney General, who, by the statute, is associated with the State Superintendent in the decision of controverted cases, has shown a readiness at all times to cooperate with him, and all the cases submitted have received his prompt and attentive consideration. It is respectfully proposed to the legislature that some compensation should be allowed to him for such extra-official duties as he

is called upon to perform by the requirements of the school law. His advice has been of great benefit, not only to this department but to all who are connected with the management of our schools.

SCHOOL LAW.

It is made the duty of the State Superintendent to "ascertain from examination, and suggest from experience, such amendments or alterations in the school law as may be required."

In compliance with the above, the following are submitted:

In the first place, great complaint is made of the too frequent alterations of the law. This is rendered necessary by the haste with which the laws relating to public schools have generally been hurried through; whilst an evident desire to improve the law, and remedy the difficulties complained of, has been manifested by both branches of the legislature, a sufficient amount of time could not be spared from other and equally necessary objects of legislation to enable the education committee to weigh all the different bearings which each section would have, or to enter into the details necessary to enable the different school officers to understand and discharge their duty. The natural consequence of this is, that the law is no sooner passed and in operation than it is found deficient and defective, and other alterations are called for and made, to be followed by similar results. As an evidence of this, over twelve hundred letters have been received at this department during the past year, requiring explanations and directions. It is therefore suggested that a special commission be appointed by the legislature to frame a law adapted in all its parts to the wants of the community, pointing out clearly and distinctly the powers and duties of the school officers, the privileges and duties of the inhabitants of townships and districts. Let sufficient time be given for deliberation and consultation, so that when a law is passed it may answer the purposes intended, and remain unchanged

a sufficient length of time for all to understand its requirements and fulfil their duties.

It is also proposed that some provision should be made, by which the amount of money for the support of free schools would be more uniform. It frequently occurs that a district is composed of parts of two or three adjoining townships, in each of which a different amount of money is raised, but, as the children from each attend the same school, it follows that the township in which the largest amount is raised, in reality helps to educate the children residing in the others. Many cases of this kind have occurred, and have given rise to great difficulty.

A provision should also be made for calling extra meetings of the inhabitants of districts for the election of trustees in certain cases; for though the law provides a method for filling a vacancy caused by the death, resignation, or refusal of any one trustee, no provision is made for the resignation or refusal of two, and, as several cases of this kind have occurred, the attention of the legislature is called to it.

Your attention is again called to the uncertain wording of the 12th section of the law, passed April 17th, 1846. Many cases have been brought before this department having reference to the privileges supposed to be granted by that section. The opinion is still entertained that the said section has reference exclusively to schools established by the society of Friends, whose "church discipline" alone, of all the religious denominations, provides for the establishment of schools and appointment of trustees. There are others, however, who entertain a different view, and their opinion is entitled to great respect. This has given rise to difficulties and heart-burnings not easily allayed. It is therefore urgently requested that the legislature would either repeal the section entirely, or if it is intended, as supposed by this department, to apply solely to the members of that sect, let it be so worded that there can be no doubt; let the law give its own interpretation, and thus relieve the Superintendent and school officers from the charge of favoring one sect to the prejudice of another; or let it be so altered as to apply alike to the schools of all

denominations; they all have equal rights, let them all have equal privileges.

“Let it not, however, be understood that I object to the privileges of the society of Friends, for in no section of our state is more attention paid to education than in the districts occupied by them; but, as a principle, it is wrong that any preference should be given to the members of one society over another. All have equal rights; all are called upon to contribute, in equal relative proportions, to the taxes which support the government and schools; and why should not all enjoy equal privileges? Wo to that state! wo to that people and to that religion! where public patronage is given to one denomination in preference to another. When did a state or a community ever patronize or encourage the sacrifices made at any one altar, that it did not, in its turn, demand the influence of those who minister at the altar, and pervert that which should be pure and holy, to base and unhallowed purposes? Religion cannot mingle with the baser materials of politics, and escape the deep contamination of the contact. Let the state foster and encourage, by all proper means, the reception and diffusion of the gospel. It is right. We are, as a community, a religious people, and the blessings of God, which have been so manifest towards us, would be withdrawn were it otherwise. But we are a people of many sects and much diversity of opinion; and who shall say this is the true sect, that the right opinion? None. The constitution of our country gives freedom to all religious worship; the constitution of our state guarantees it; and the constitution of the mind of man demands that all should be left to the judgment of their own consciences, guided by the light of revelation and the holy scriptures.

I trust that, in these remarks, I shall not be misunderstood. I deem religious instruction necessary to every perfect system of education, whether public or private. I would have the bible read throughout the length and breadth of our land. I would, indeed, have it “the bread of life” for daily use, and not merely the “shew bread of the sanctuary.” But whilst this is done, let not the water of salvation be

deemed as only capable of running in one channel and to one point; but let it, like the mercy and justice of God, be given freely to all.”—*Report of 1847.*

TEACHERS' INSTITUTES.

The attention of the legislature is again called to the important subject of affording some pecuniary aid toward the establishment of teachers' institutes, and it is indeed gratifying to know that your attention has been called to the same by the Executive, in his present annual message. It is evident to every individual, who has even cursorily examined the subject, that one of the greatest difficulties experienced by the school officers, is to procure good and competent teachers; and that, whilst we have many in the state who fill the important office with honor to themselves and usefulness to the community, there are others, and unfortunately the larger number, who are incompetent for the performance of the duties they are expected to execute. In a great majority of cases, even those who possess the necessary amount of information are ignorant of the best methods of imparting it to others; they having had no experience in conducting a school, are consequently ignorant of the many thousand avenues to the youthful mind, and consequently labor without method and without success. To such, even the short period during which an institute is held, will afford an opportunity of improvement, not, indeed, in intellectual acquirement, but of the methods which experience and reflection have pointed out as the best to enable a teacher to manage a school, to impart instruction, and to call forth and direct the dormant energy of the children committed to his care.

An institute of this nature was held in Somerville, Somerset county, during the past fall, and it is due, alike to the teachers and school officers of the county of Somerset, that some acknowledgment should be made of the obligation the educational community lie under for the example thus set. The honor belongs to them of having established and sus-

tained the first teachers' institute in the state of New Jersey. May the example soon be followed by every county in the state; and, in order that some inducement should be held out to them, it is respectfully recommended that a certain sum be appropriated from the surplus revenue of the state to defray the expenses of an institute in every county. That the people of the state look with favor upon these institutes, is evident from the hospitable reception offered to the teachers and school officers who attended the one at Somerville. All were received in the families of the citizens, and their kindness and hospitality will long be remembered with respect and gratitude.

And if the teachers who attended that meeting carry into their school-rooms the same zealous desire for improvement which was there manifested, the same anxious determination to elevate the standard of education, the character of the teachers, and the moral and intellectual development of the children committed to their care, which they evinced to improve themselves in the practical part of their profession, then, indeed, will it have been a glorious meeting, and long will the children of New Jersey have cause for gratitude to these teachers, who, without waiting for the Hercules of state appropriation to assist them, put their own shoulders to the wheel, with the firm determination of raising it from the slough in which it had so long and so hopelessly lain.

The selection of the gentleman to preside over the institute was fortunate. Professor Camp is an experienced teacher, head of the normal school in Connecticut, and possessed of every requisite for the important situation. Mr. William B. Fowle is a gentleman from Massachusetts, who for many years conducted a high school with great success, and who is known, wherever education is prized, as a zealous, indefatigable, and judicious friend. He presented to the institute, in his own person, "the beau ideal of a teacher;" gentlemanly in his deportment, courteous in his intercourse with all, erudite without being pedantic, fertile in resources and expedients, showing to all what a perfect character a good teacher is and should be. Long will the memory of their kindness

and valuable services remain; they are "written in a book where every day we turn the leaf to read them."

We hope to welcome them once and again to our little state, promising they will find that the seed sown by them did not fall upon the highways or on barren ground, but upon good and fertile soil, which only needed a little judicious culture to cause it to bear abundant fruit;—this fruit we wish to show them.

There was another circumstance attending this institution highly gratifying: of the sixty-two teachers present, thirty-three were natives of New Jersey.

FREE SCHOOLS.

Judging, as well from present intercourse with the citizens of various sections of the state, as from the reports of the town superintendents, the system of free schools, introduced by the last legislature, meets the approval of the great majority of the people, *as a system*, although many are dissatisfied with the details. These can easily be reconciled without altering the principle. It is proper, also, to state, that in some sections objections are raised against the system itself; but they are few, and it is more than probable that, when the law establishing free schools is judiciously remodeled, these objections will be removed, with the defects. At all events, we should not retrograde; onward should be our motto. Let us set our eyes upon the highest pinnacle "universal education" has ever reached, or is capable of reaching, and let us, as a state, determine to carry our system to that point. Let us determine that slowly, but surely, we will devise a system, by which every child in the state, without regard to rank, sect, or station, can obtain an education in the free schools of our state; not such an education as will merely enable him to read and write, but qualify him for his important duties as a citizen of a free country; to fill with honor to himself and usefulness to the community any of the various situations open to all who are qualified to fill them. Let us remember that we are working not for the present,

but for the future ; that upon the intelligence of the children now in our schools depends in a great measure the stability and perpetuity of our Union; that we are working, not for time only, but for eternity; that not only the present happiness of the children depends upon the moral culture they may receive in our schools, but their hopes of happiness hereafter. How great, then, are the duties, how vast the responsibilities of the people of the state, of the legislature who represent them. Shrink not from the duty, fear not the responsibility.

“The bud may have a bitter taste,
But sweet will be the flower.”

The recommendation made by the Executive, in his annual message, “that the revenue annually derivable from our public works be wholly devoted to the cause of education,” is an important one, worthy of his position as the head of a free and intelligent state, and fully carrying out the position assumed by him in previous communications. It is eminently deserving your attentive consideration. There can be no hesitation in expressing the opinion, that the great majority of our fellow citizens expect and desire that the legislature would act in accordance with the recommendation. It is proper however to state, that there are many warm friends of education, who are of opinion that some equivalent should be demanded from the people, to entitle them to the bounty of the state, believing that if the entire expense of conducting the schools is met by the state, the citizens will look upon them with indifference, and finally lose all interest in their management. They are of opinion that schools flourish best in those townships where a large proportion of the expense is defrayed by a voluntary assessment; and that, in order not only to increase the amount, but the interest in the successful operation of the schools, whatever the state gives should be met by a certain fixed proportion to be raised by the townships. Notwithstanding this difference, all agree that a much larger appropriation should be made by the state.

Should the legislature adopt the recommendation of the Governor, the following suggestions are respectfully offered.

Let the sum of two hundred dollars be allotted to every county in which a teachers' institute shall have been held during the year, the institute to be in session not less than five days, under the direction of proper and competent persons, of which the Secretary of State or State Superintendent should be satisfied; and the money to be paid on a certificate of either officer, or in any other way more likely to secure the proper and judicious expenditure of the money.

That a liberal appropriation be annually made to each of the colleges in the state, for which they in return would educate a certain number of scholars from each county, to be selected from children who have attended the public schools; thus not only rendering an equivalent, but inducing those who have the care and oversight of our schools to introduce such a system of education as would enable the scholars to qualify themselves for a thorough collegiate education. What Jerseyman does not feel proud of the reputation of the colleges in the state? Search the records of our history, as a state and as a nation, and many of the names which stand the highest there were educated at Princeton or at Rutgers; in their quiet academic halls much of that spirit of freedom which animated our sires was nursed; beneath the fostering care of the professors of those institutions the giant minds which guided our councils in the stormy period of the Revolution were trained and moulded for the purpose. Burlington college, although a new institution, bids fair to realize the high expectation of its friends, and should also participate in the bounty of the state.

There is another benefit to be derived. Many of those who enter the colleges from our public schools would thus become competent for the important situation of teachers, and an arrangement might be made by which a course of instruction would be afforded, expressly adapted to the requirements of all who intend making teaching a profession; thus supplying at a trifling cost the place of a normal school, so much needed in our state. When we consider that nothing has hitherto been done by our state to assist our colleges and higher seminaries of learning, and how much they have ac-

complished by their own efforts; in how great a degree they have been instrumental in elevating the literary character of the state, the wonder is that we have permitted the debt to remain so long unacknowledged and uncanceled. The time has now arrived when they can no longer be passed over. A proposition is now made to appropriate the entire revenue of the state to the support of education; let a certain and suitable portion thereof be given to those institutions, so highly deserving of it. Let the state, whilst it bestows its chief care upon the public schools, as the proper institution in which our children should receive the elements of education, also recognise and cherish those higher ones where that education may be carried on and perfected.

With the full conviction that the subject of education will receive from you the attentive consideration it deserves, the above is respectfully submitted.

T. F. KING.

STATEMENTS

ACCOMPANYING THE

SUPERINTENDENT'S REPORT.

*B

An Abstract from the Returns of the Public Schools of the several Townships and Counties of the State of New Jersey, for the year ending December, 1851.

COUNTIES AND TOWNSHIPS.

MERCER.—Population 27,991.

Whole no. of districts in the townships.	Number from which reports have been rec'd.	Number of children residing in the townships, between the ages of 5 and 16.	Number of children who have attended school any period, but less than 4 months.	Number of children who have attended school 4 months, but less than 8 months, but less than 12 months.	Number of colored children taught.	Whole number of children taught, as stated in the returns of the township superintendents.	Average no. of months the schools have been kept open.	Terms of tuition, average for price per quarter for each scholar.	Amount appropriated or received for school purposes.	Amount expended.
East Windsor.....	12	363	---	---	---	550	10	\$2 00	\$1,358 26	---
Ewing.....	5	375	---	---	12	164	9 $\frac{1}{2}$	2 00	396 30	---
Hamilton.....	10	939	241	277	23	789	9 $\frac{1}{2}$	FREE.	3,133 82	---
Hopewell.....	16	1036	---	---	---	544	10	2 00	575 70	---
Lawrence.....	8	602	137	105	23	407	10	2 50	1,643 26	---
Nottingham.....	1	290	---	---	---	65	---	2 00	927 15	---
Princeton.....	5	613	80	190	40	330	9	---	700 00	---
Trenton.....	1	2958	---	---	56	975	12	FREE.	5,056 15	---
West Windsor.....	9	562	---	---	---	408	---	---	1,056 92	---
	67	8,243	453	572	154	4,932	10 $\frac{1}{2}$	\$2 10	\$14,643 06	---

PASSAIC.—Population 22,577.

Acquackanonk.....	6	868	---	---	---	630	9	---	\$1,335 08	\$680 90
Manchester.....	6	938	---	---	---	430	11	\$2 00	1,284 27	---
Paterson.....	2	4623	---	---	---	732	---	---	2,000 00	---
Pompton.....	7	508	106	100	7	206	7	2 00	203 90	189 67
Wayne.....	6	449	---	---	---	130	11	2 00	480 00	260 90
West Milford.....	11	847	---	---	---	371	10	2 00	635 06	---
	38	8,338	106	100	7	2,499	9 $\frac{1}{2}$	\$2 00	\$5,938 31	\$1,129 86

COUNTIES AND TOWNSHIPS.

SUSSEX.—Population 22,990.

Whole no. of districts in the townships.	Number from which reports have been rec'd.	Number of children residing in the townships between the ages of 5 and 16.	Number of children who have attended school any period, but less than 4 months.	Number of children who have attended school 4 months, but less than 8.	Number of children who have attended school 8 months, but less than 12.	Number of colored children taught.	Whole number of children taught, as stated in the returns of the town superintendents.	Average no. of months the schools have been kept open.	Terms of tuition, average price per quarter for each scholar.	Amount appropriated or received for school purposes.	Amount expended.
Byram.....	7	465	214	56	.....	1	370	6	\$2 00	\$1,560 02	\$596 00
Frankford.....	13	691	.....	.....	.....	.....	430	10½	2 00	2,397 48	479 00
Green.....	5	272	.....	.....	.....	.....	168	10	2 00	523 35	460 03
Hardyston.....	10	470	50	300	350	3	400	9	2 00	773 43	773 43
Lafayette.....	7	294	.....	.....	.....	.....	200	8	2 00	1,132 13	450 13
Montague.....	8	366	.....	.....	.....	.....	232	3½	.....	548 30	298 75
Newton.....	13	1008	264	313	332	4	913	10½	2 00	3,248 81	1,919 29
Sandyston.....	10	496	140	260	320	3	506	8½	2 00	360 75	153 10
*Sparta.....	9	604	170	130	.....	.....	570	9	2 00	520 00	500 00
Stillwater.....	11	617	.....	.....	.....	.....	589	9½	2 00	2,012 00	521 38
Vernon.....	19	940	373	440	.....	4	746	8	2 00	1,238 41	955 38
Walpack.....	6	295	165	100	.....	.....	265	7	2 00	225 13	80 50
Wantage.....	22	1437	243	517	137	4	897	10	.....	2,621 75	1,121 75
	140	7,935	1,569	1,971	1,139	24	6,336	8½	\$2 00	\$17,211 16	\$8,113 74
* GLOUCESTER.—Population 14,049.											
Deptford.....	8	1009	228	316	.....	.....	345	.....	.....	\$1,001 58	\$420 45
Franklin.....	12	931	110	348	134	3	642	8	\$2 50	1,325 86	1,325 86
Greenwich.....	10	1032	.....	.....	.....	.....	712	9	2 16	786 68	786 58
Harrison.....	11	740	.....	.....	.....	.....	600	.....	2 50	1,335 15	1,050 35
Woolwich.....	13	125	.....	.....	.....	.....	260	.....	.....	1,379 87	617 25
	54	3,387	338	664	134	3	2,159	8½	\$2 39	\$6,829 14	\$4,701 09

*Taken from last report.

BURLINGTON.—Population 42,204.

*Burlington	6	1240	536	---	---	68	610	10	---	\$1,344 90	---
Chester	14	1185	200	415	325	13	650	10½	\$2 00	628 82	\$425 75
Chesterfield	4	1236	---	---	---	50	940	10½	2 00	1,051 87	910 83
Evesham	14	1059	---	---	---	40	500	9	2 25	1,205 86	1,205 34
*Mansfield	9	870	---	---	---	---	600	---	---	1,051 44	---
Medford	11	1063	---	---	---	12	850	9	---	843 34	977 84
Little Egg Harbor	8	677	85	105	194	---	596	9	2 25	688 17	525 49
New Hanover	6	767	239	211	89	6	479	10½	2 33	1,004 62	1,004 62
Northampton	4	852	23	---	---	312	365	9	FREE.	1,571 50	1,570 97
Pemberton	8	812	357	152	60	11	610	9	2 28	1,269 15	191 00
Springfield	6	604	118	181	10	4	393	8	2 50	1,296 76	1,296 76
Southampton	12	1108	518	315	138	5	961	8	2 25	2,091 67	2,094 67
*Washington	7	418	---	---	---	---	300	---	---	500 00	---
West Hampton	4	517	281	78	17	---	360	9	---	723 82	621 21
*Willingborough	---	---	---	---	---	---	---	---	---	205 58	---

ESSEX.—Population 73,995.

Belleville	113	91	12,408	2,347	1,457	1,135	240	8,214	9½	\$2 23	\$15,485 50	\$10,824 48
Bloomfield	4	4	1047	196	174	158	4	532	10½	\$2 00	\$3,441 92	---
Caldwell	5	5	974	---	---	---	19	777	12	FREE.	2,779 41	2,636 00
Clinton	8	8	796	---	---	---	---	540	10	2 00	624 00	---
Elizabeth	9	9	709	242	---	---	---	455	10	2 00	1,766 00	1,662 60
Livingston	5	5	1638	---	---	---	44	831	12	FREE.	3,434 04	1,362 49
Newark	5	5	371	---	---	---	---	257	11	2 00	480 00	---
New Providence	13	13	3500	---	---	---	---	3000	11	FREE.	16,000 00	---
*Orange	5	5	338	---	---	---	---	178	8	2 00	784 00	---
Plainfield	7	---	1089	---	---	---	3	354	11	---	390 00	---
Rahway	3	3	665	---	---	413	6	413	11	FREE.	1,439 94	1,639 46
Springfield	9	9	1048	405	45	90	40	593	6½	2 00	10,217 28	4,747 00
Union	8	8	559	130	80	---	---	210	8	2 00	770 62	279 35
Westfield	7	7	406	---	---	---	---	281	10	1 12	834 64	542 75
Westfield	7	7	463	---	---	---	---	204	7½	2 00	490 62	---
*Taken from last report.	95	88	18,643	973	299	661	10½	8,625	9½	\$2 00	\$43,453 37	\$12,859 65

COUNTIES AND TOWNSHIPS.

MORRIS.—Population 39,173.

Chatham	11	11	749	Number of children residing in the townships, and 16.	Number of children who have attended school any period, but less than 4 months.	Number of children who have attended school 4 months, but less than 8.	Number of children who have attended school 8 months, but less than 12.	Number of colored children taught.	Whole number of children taught, as stated in the returns of the town superintendents.	Average no. of months the schools have been kept open.	Terms of tuition, average price per quarter for each scholar.	Amount appropriated or received for school purposes.	Amount expended.
Chester	9	9	434					14	547	11½	\$2 00	\$1,132 25	\$709 42
Hanover	17	17	1134		290	173	140	6	374	9½	2 00	313 23	773 27
Jefferson	8	8	485		171	182		3	603	9½	1 37	1,802 43	1,341 70
Mendham	8	8	513						354	6	2 00	521 45	342 32
Morris	20	20	1421						452	9½	2 00	734 82	734 82
Pequannock	18	18	1316		291	387	212	13	568	8½	2 00	1,921 00	1,915 03
Randolph	9	9	826		100	290	175		390	10	2 00	1,692 23	1,670 02
Roxbury	14	14	785		105	165	145	5	518	10	FREE.	2,763 00	---
Rockaway	12	12	1137		392	314	122		328	8	2 00	2,111 43	---
Washington	15	15	920		221	206			530	10	2 00	1,406 32	---
												1,319 26	650 26
	141	141	9,715	1,570	1,723	794		46	6,229	9½	\$2 00	\$16,283 51	\$3,136 46

MIDDLESEX.—Population 28,671.

Monroe	15	15	978					6	517	9	\$2 00	\$1,419 16	\$619 16
North Brunswick	12	12	2601					6	1320	10	FREE.	7,320 00	1,293 52
South Brunswick	17	17	1093						640	10		1,692 28	671 07
Perth Amboy	1	1	550						350	12	FREE.	1,125 00	900 00
South Amboy	11	11	793						467	10½		973 36	---
Piscataway	13	13	869		150	175	340	31	665	12	2 31	2,250 00	2,250 00
Woodbridge	17	17	1692		40	580		25	600	10½	2 00	1,075 00	1,075 00
	86	86	8,491	190	755	340		68	4,609	10½	\$2 10	\$15,854 30	\$6,813 75

CAMDEN.—Population 25,569.

*Camden.....	2	1220	200	117	100	417	9	FREF.	\$1,300 00	.....
Delaware.....	9	881	.....	.....	.....	500	9	\$2 00	731 44	\$872 82
Gloucester.....	10	835	.....	.....	.....	500	9	2 50	913 21	.....
Newton.....	5	680	.....	.....	.....	400	9	2 00	706 26	.....
Union.....	6	957	179	300	331	300	10	2 50	1,500 00	.....
Washington.....	10	655	260	230	75	615	8	2 00	332 61	240 96
Waterford.....	6	523	162	110	44	322	31	2 27	475 00	250 29
*Winslow.....	6	452	.....	.....	.....	225	6	2 25	393 16	.....

CAPE MAY.—Population 6,432.

Dennis.....	54	5,407	801	307	540	3,779	7½	\$2 22	\$6,919 68	\$1,363 07
Lower.....	6	531	55	115	236	460	7½	\$2 50	\$425 49	\$419 41
Middle.....	5	400	40	260	20	300	6	1 25	500 00	.....
Upper.....	7	609	240	30	60	380	6	.....	800 51	617 32
	7	441	.....	.....	.....	320	8	.....	1,259 37	313 73

WARREN.—Population 22,390.

Blairtown.....	3	436	45	.....	.....	332	7	\$2 00	\$375 74	\$131 67
Beldvidere.....	4	317	.....	.....	10	270	9	2 00	1,131 40	.....
Franklin.....	6	400	200	215	60	475	10	2 00	962 49	962 49
Frelinghuysen.....	9	373	200	122	73	300	31	2 00	331 50	251 88
Greenwich.....	11	362	197	233	212	637	12	2 00	3,272 23	3,272 23
Hardwick.....	7	255	.....	.....	.....	143	10	2 00	214 15	133 34
Harmony.....	3	446	95	160	76	310	9½	2 00	915 08	360 15
Hope.....	11	557	.....	.....	.....	342	9	2 00	443 37	443 37
Independence.....	13	873	350	233	175	703	9	2 00	1,900 00	634 70
Knowlton.....	7	456	200	110	114	425	8	2 00	483 53	175 00
Mansfield.....	7	492	127	123	151	401	9	2 00	905 00	270 00
Oxford.....	9	630	.....	.....	.....	436	8	2 00	477 00	200 00
Palaquarry.....	4	161	39	.....	36	125	7½	2 00	159 41	110 62
Phillipsburgh.....	5	507	175	90	50	400	10	2 00	420 25	242 73
Washington.....	11	491	.....	.....	.....	373	10	2 00	1,132 03	400 00
	120	7,346	1,678	1,391	955	5,732	9	\$2 00	\$13,225 83	\$7,591 18

*Taken from last report.

COUNTIES AND TOWNSHIPS.

	Whole no. of districts in the townships.	Number from which reports have been rec'd.	Number of children residing in the township between the ages of 5 and 16.	Number of children who have attended school any period, but less than 4 months.	Number of children who have attended school 4 months, but less than 8 months.	Number of children who have attended school 8 months, but less than 12 months.	Number of colored children taught.	Whole number of children taught, as stated in the returns of the town superintendents.	Average no. of months the schools have been kept open.	Terms of tuition, average price per quarter for each scholar.	Amount appropriated or received for school purposes.	Amount expended.
CUMBERLAND.—Population 17,191.												
Bridgeton.....	4	4	775	.....	.....	.....	60	400	12	FREE.	\$5,582 39	\$2,582 39
Cohansey.....	1	1	317	.....	.....	.....	6	220	12	FREE.	1,800 00	1,800 00
Downe.....	9	9	876	.....	.....	.....	.....	776	9	\$2 00	1,351 17	902 10
Fairfield.....	4	4	694	230	250	30	75	610	8	2 00	1,026 13	900 00
Greenwich.....	3	3	374	.....	.....	.....	70	250	.....	.....	932 24	.....
Hopewell.....	10	10	476	.....	.....	.....	27	465	6	2 00	717 46	.....
Deerfield.....	8	8	316	.....	.....	.....	.....	.....	6	2 00	696 10	695 10
Millville.....	7	7	784	200	275	350	12	700	8	2 00	2,656 28	2,656 28
Maurice River.....	7	7	830	.....	.....	.....	.....	580	5	2 00	824 10	720 00
Stoe Creek.....	6	6	310	40	95	155	4	290	8½	2 25	437 52	417 32
SOMERSET.—Population 19,683.	59	59	5,752	470	610	535	254	4,291	8½	\$2 03	\$13,033 39	\$10,673 19
Bedminster.....	12	12	575	.....	138	159	21	297	8	\$2 00	\$510 68	\$246 24
Bernards.....	13	12	737	.....	200	306	3	506	10	2 00	607 08	607 08
Bridgewater.....	11	11	1244	.....	.....	.....	.....	922	10	2 00	3,594 32	900 00
Branchburg.....	7	7	847	95	108	80	14	283	10½	2 00	541 02	207 36
Franklin.....	17	17	943	.....	.....	.....	.....	415	11½	2 00	2,486 86	1,237 00
Hillsborough.....	17	17	1149	200	229	293	51	722	11½	2 00	4,058 00	2,910 36
Montgomery.....	8	8	583	133	93	201	29	427	11	2 00	1,131 19	1,131 19
Warren.....	8	8	669	150	210	147	4	503	11	2 00	1,062 13	1,062 13
	93	92	6,227	578	978	1,186	122	4,075	10½	\$2 00	\$13,991 28	\$8,301 36

BERGÆN.—Population 14,743.

Franklin	10	10	626	.....	149	222	.....	471	12	\$2 00	\$271 00	\$233 31
Hackonsuck	13	13	990	.....	.....	.....	10	513	12	.....	1,779 20	721 09
Harrington	7	7	433	.....	.....	.....	10	202	9	.....	1,041 96	1,090 00
Hobokus	11	11	794	231	112	72	14	500	9	1 50	917 85	936 13
Lodi	5	5	313	.....	.....	.....	.....	133	12	2 25	737 36	635 36
New Barbadoes	8	8	632	.....	.....	.....	.....	425	11	.....	1,652 48	800 00
Saddle River	6	6	275	.....	.....	.....	2	116	12	2 00	147 04	147 14
Washington	10	10	547	39	133	57	10	229	6	1 50	292 74	215 00

HUNTERDON.—Population 29,064.

Alexandria	70	70	4,645	310	394	351	46	2599	10½	\$1 85	\$6,839 63	\$4,123 03
Bethlehem	22	22	1251	.....	.....	.....	.....	850	10	\$2 00	\$1,049 04	\$1,049 04
*Clinton	13	13	950	192	356	277	15	825	11	2 00	3,021 44	2,020 00
Delaware	3	.....	531	260	120	100	21	431	10	2 00	303 33	.....
East Amwell	14	14	733	169	373	211	9	753	9	2 00	737 11	737 11
Franklin	9	9	441	61	110	31	15	201	9	2 00	412 96	412 96
Franklin	10	10	439	200	100	.....	3	300	6	2 00	221 16	91 39
Kingwood	9	9	590	.....	.....	.....	.....	334	.....	2 00	525 24	232 27
Lebanon	12	12	765	110	250	60	.....	421	.....	.....	364 43	432 24
Raritan	15	15	333	161	137	110	5	463	3½	2 00	623 69	623 69
Readington	16	16	396	.....	.....	.....	6	650	10	.....	2,560 93	2,560 93
Tewksbury	14	14	306	.....	.....	.....	13	540	9½	2 00	750 62	720 44
West Amwell	9	9	341	53	92	.....	4	219	10	2 00	525 34	523 44

HUDSON.—Population 21,374.

Bergen	156	143	3,716	1,206	1,593	739	96	6,042	9½	\$2 00	\$12,105 35	\$9,409 00
Harrison	5	5	335	.....	.....	.....	.....	561	11	.....	\$2,492 25	.....
Hoboken	3	3	359	40	48	33	3	116	12	\$1 50	1,094 33	\$266 01
Jersey City	1	1	606	115	131	201	.....	447	11	FREE.	2,847 13	2,605 14
North Bergen	2	2	2200	.....	.....	.....	.....	1200	12	FREE.	7,000 00	.....
.....	6	.....	330	.....	.....	.....	.....	257	.....	.....	256 33	.....

*Taken from last report.

COUNTIES AND TOWNSHIPS.

MONMOUTH.—Population 30,293.

Whole no. of districts in the township.	Number from which reports have been recd.	Number of children residing in the township and 16.	Number of children who have attended school any period, but less than 4 months.	Number of children who have attended school 4 months, but less than 8.	Number of children who have attended school 8 months, but less than 12.	Number of colored children taught.	Whole number of children taught, as stated in the returns of the town superintendents.	Average no. of months the schools have been kept open.	Terms of tuition, average per quarter for each scholar.	Amount appropriated or received for school purposes.	Amount expended.
Atlantic.....	4	426	.....	.....	.....	.....	210	.....	\$2 00	\$944 61	.....
Freehold.....	9	779	200	275	90	3	565	9	2 00	1,339 19	\$1,207 61
Howell.....	10	822	315	232	73	12	624	8	2 00	1,387 14	1,281 40
Mantoloking.....	10	593	.....	.....	.....	.....	320	.....	2 00	1,176 71	.....
Middletown.....	14	1068	196	430	200	26	876	11	2 00	1,914 37	1,500 00
Millstone.....	6	605	157	105	73	3	335	8	2 00	1,044 42	504 85
Marlborough.....	7	497	75	90	110	.....	275	9	2 00	1,400 00	987 00
Ocean.....	12	1270	324	365	232	32	1003	9	2 00	2,444 21	942 07
Raritan.....	17	1422	.....	.....	.....	.....	815	9	2 00	1,795 11	1,795 11
Shrewsbury.....	10	1001	135	184	282	30	631	10	2 00	764 76	505 70
Upper Freehold.....	9	895	126	254	378	63	745	10	2 00	2,050 00	2,050 00
Wall.....	7	691	133	162	.....	.....	350	5	2 00	860 93	338 43
OCEAN.—Population 10,043.	115	10,069	1,716	2,147	1,493	169	6,749	83	\$2 00	\$17,172 35	\$11,110 22
Brick.....	8	603	100	470	.....	.....	570	5	\$2 00	\$412 18	\$412 16
Dover.....	12	783	35	124	.....	2	159	.....	.....	603 39	217 97
Jackson.....	9	577	105	275	.....	1	380	6	2 00	630 00	175 00
Pumsted.....	5	562	.....	.....	.....	6	380	11	2 00	856 06	856 06
Stafford.....	6	490	.....	.....	.....	.....	200	74	2 00	337 72	197 32
Union.....	5	631	150	150	90	.....	290	84	2 00	648 25	320 00
	45	3,646	390	1,019	90	9	1,979	74	\$2 00	\$3,487 58	\$2,178 51

ATLANTIC.—Population 3,964.

Eggharbor	8	8	984	.....	.....	.....	560	6	\$2 00	\$820 28	\$402 11
Galloway	5	5	759	125	330	.....	455	7	2 00	262 03	262 03
Haralton	12	12	654	.....	.....	.....	360	4	2 00	714 72	.....
Mullica	5	5	262	.....	.....	.....	200	5	2 00	446 42	.....
Weymouth	5	5	380	226	.....	.....	226	3	2 00	213 12	90 00
	35	35	3,039	351	330	.....	1,801	5	\$2 00	\$2,446 57	\$754 14
SALEM.—Population 19,500.											
Elsinborough	2	2	196	40	60	61	17	9½	\$2 25	\$237 55	\$158 00
Lower Alloways Creek	8	.....	410	.....	.....	.....	.....	.....	.....	.....	.....
Lower Penns Neck	5	5	516	90	100	98	10	10	75	1,035 39	1,065 50
Mannington	13	13	759	.....	.....	.....	75	9	2 00	1,043 00	850 00
Pittsgrove	8	8	981	.....	.....	.....	59	10	2 12	904 00	785 17
Pilesgrove	6	6	410	145	125	.....	270	6	2 00	300 00	450 00
Salem	1	1	700	.....	.....	.....	612	10	FREE.	1,726 00	1,500 00
Upper Alloways Creek	13	13	905	201	230	291	14	8	2 00	995 24	994 60
Upper Penns Neck	10	10	936	212	341	201	5	10	2 50	1,103 07	861 93
Upper Pittsgrove	13	13	545	.....	.....	.....	520	6	2 00	888 33	888 33
	79	71	6,358	698	851	651	182	8½	\$2 00	\$9,247 09	\$7,553 53

Summary of the preceding abstracts, exhibiting the results in the several Counties for the year ending December, 1851.

COUNTIES.—Population 489,381.

	Number of townships in each county which have made returns.	Whole no. of districts in the townships.	No. from which returns have been received.	No. of children residing in the districts, between the ages of 5 and 16.	No. of children who have attended school any period, but less than 4 months.	Number of children who have attended school 4 months, but less than 8 months.	Number of colored children taught.	Whole no. of children taught, as stated in the returns of the town superintendents.	Average no. of months the schools have been kept open.	Terms of tuition, average price per quarter for each scholar.	Amount appropriated or received for school purposes.	Amount expended.
Atlantic	5	35	35	3039	351	330	----	1801	5	\$2.00	\$2,456 57	\$754 14
Bergen	8	70	70	4645	310	394	46	2599	10	1 35	6,839 63	4,123 03
Burlington	11	113	91	12408	2347	1457	940	8214	9	2 23	15,485 50	10,824 48
Cape May	4	25	25	1984	335	455	90	1460	6	1 37	2,985 87	1,355 66
Camden	6	54	46	5407	801	807	56	3779	7	2 22	6,919 68	1,364 07
Cumberland	10	59	59	5752	470	610	254	4291	8	2 03	13,033 39	10,673 19
Essex	13	95	88	18643	973	299	105	3625	9	2 00	43,453 37	12,859 65
Gloucester	5	54	54	3887	338	664	3	2159	8	2 39	6,829 14	4,701 09
Hudson	4	17	11	4880	155	179	3	2581	11	1 50	13,690 54	2,871 15
Hunterdon	11	156	148	8716	1206	1593	96	6042	9	2 00	12,105 85	9,409 01
Mercer	9	67	62	8043	453	572	154	4232	10	2 10	14,648 06	-----
Middlesex	7	86	86	8491	190	755	68	4609	10	2 10	15,854 80	6,813 75
Monmouth	12	115	115	10069	1716	2147	169	6749	8	2 00	17,172 35	11,110 22
Morris	11	141	141	9715	1570	1723	96	6329	9	2 00	16,283 50	8,136 46
Ocean	6	45	45	3646	390	1019	9	1979	7	2 00	3,487 58	2,178 51
Passaic	6	38	38	3338	106	100	7	2499	9	2 00	5,938 31	1,129 86
Salem	9	79	71	6358	698	851	182	4729	8	2 00	9,247 09	7,553 53
Somerset	8	93	92	6327	578	978	122	4075	10	2 00	13,991 28	8,301 36
Sussex	12	140	131	7935	1569	1971	4	6336	8	2 00	17,211 16	8,113 74
Warren	15	120	120	7346	1678	1391	65	5732	9	2 00	13,225 83	7,591 18
	172	1612	1538	145,629	16,139	18,205	1649	88,810	84	\$2.00	\$250,859 51	\$119,869 48

APPENDIX.

C*

APPENDIX.

EXTRACTS FROM REPORTS OF TOWNSHIP SUPERINTENDENTS, ETC.

BERGEN COUNTY.

HACKENSACK TOWNSHIP.

The amount of money appropriated to schools was derived from the following sources, *viz* :

From the state, in two instalments,	\$529.70
Interest of the surplus revenue, appropriated to public schools by the town,	326.38
Township tax (a small part of which has been received) which, when added to the \$326.38, is equal to \$1.50 for each scholar between 5 and 16 years of age, as per census of 1850, <i>viz</i> . 833 scholars,	923.12
Whole amount,	<u>\$1779 20</u>

The unexpended balance, \$1058, will be used by April next: the trustees are waiting for its appearance. All the moneys hitherto drawn from my hands have been used by every district, conformable to law.

It will be seen, by the accompanying report, that the number of those who habitually attend school has been materi-

ally increased, and bears a more favorable proportion to the number residing in the township than the report of last year exhibits, even though those between 16 and 18 years have been added to the census of the present year, as the law directs.

When a new educational law goes into effect, there is observable a variety of opinions regarding its interpretation, and therefore a want of uniformity in its application. It is only after the people have become familiar with it, that differences become reconciled and settled. The experience of this township verifies the remark. In one instance, a lawsuit grew out of conflicting opinions in reference to the true construction of the the 7th section of the supplementary act, between the trustees and an inhabitant of the district, which terminated in favor of trustees, without disturbing the amicable feeling that existed previous to the suit. Experience has also shown that no impediment to education need be apprehended from discussions of this character: the very excitement they occasion attracts attention to the schools, and promotes their interests. The schools of this township were never in a more flourishing state; so that it seems discussion spurs the people to the advantage of the children. The school houses are, with few exceptions, in better condition, both as to architecture and internal arrangements; teachers are better qualified, as to moral character, literary attainments, and method of teaching; more suitable books are supplied, and with commendable liberality; more branches are taught, and all of them more thoroughly and practically. Grammar, geography, arithmetic, history, &c., are taught orally to very young pupils, so that when the book is furnished it is a respectable one, interesting and intelligible.—While, however, there is progress generally in the schools, and in a few a remarkable progress, there are school houses, long since built, which, having low ceilings and badly constructed windows, have not ventilation necessary to the preservation of health; and in the construction of the desks and seats, the ease and comfort of those who occupy them were not consulted: and in some of such school houses the ex-

ploded mode of teaching is pursued, which only serves to illustrate its inferiority to the more popular mode.

There are now three free schools in this township: one organized under a special law, and the others under the general act. The remainder are partially free. In the majority of the districts, the trustees, in the exercise of their discretionary powers, make the schools free a part of every quarter. In the amount of payment required, they assess a certain sum on the pupils, and make up the deficiency out of the moneys derived from the state and township. They thus regard the school free to an extent equal to the difference between the sum charged and the sum required. In this manner the schools may be considered free from six to seven or eight months of the year. This method has been adopted because it has either been found to be impracticable, or believed to be so, in any other way to continue the schools after the money shall have been expended. As it is, they are open the whole of the year. Besides, the money is received at uncertain periods, and the largest amount (township tax) late in December or early in January. From April to August, not more than the first quota of the school fund is received, so that the schools cannot be made free for that quarter of the year, unless the trustees furnish the means or the teachers go unpaid.

The compensation to teachers is fixed, and varies from sixty to one hundred dollars per quarter. Objections have occasionally been made to this economy. It has been said that the teacher, knowing his pay to be certain, will not give the attention he would were his compensation regulated by the number of scholars he might procure. This objection is answered by the simple remark, that if any teacher be amenable to it, he is unqualified. An ambitious teacher would scorn the imputation, and none but an ambitious teacher is worth having at any price.

JOHN VAN BRUNT.

HARRINGTON TOWNSHIP.

The time has again arrived when it devolves upon me to present you with a report of the condition of the schools in the township of Harrington, in the county of Bergen, and I herewith present you with the following statistics.

I do not find in the law that it is required to state the number of months the pupils have attended school. This is attended with considerable difficulty, as the children cannot answer the question, and it would take considerable time to visit the parents, in order to arrive at the truth in relation thereto.

Much inconvenience has been experienced by the trustees and teachers on account of the money not being available till quite late in September, and even at this date there has not been more than half of the whole sum received. There are six schools in operation in the town; four of the teachers are from the state of Connecticut and are unmarried, while two are natives of this county.

We have frequent changes of teachers in some districts, and consequently but little progress can be expected.

The schools were voted free at the last town meeting, and it was thought by many that that would effect the "*summum bonum*" of all that was desirable in the education of youth; but the blessing has not been realized. Although I favored the resolution declaring the schools to be free, by a tax to be laid on property, on account of those who complained that they did not feel able to educate their children, I am nevertheless convinced, by the effect of its operation, that, fair as the system may seem to be, it is not productive of that harmony which, alone, will make it lasting and beneficial. It is founded in injustice; and one of the results under the operation of this law is, that not any more children have attended school the present, than there did the past year, in proportion to the number of children in the town. Now, upon what principle of justice can it be demanded that I am to help to educate my neighbors' children, any more than I may de-

mand of them that they help replenish my nearly empty barn and granary? It is answered, that there is no more injustice in taxing all alike for the purposes of education than there is in raising money to defray the expenses of courts in the trial and conviction of those who violate our laws. But it must not be overlooked that we all have an undoubted right to demand of the government under which we live the protection of natural and civil rights; it grows out of the mutual consent of both parties, and this protection is enjoyed by all alike. But it is nothing less than legal plunder to demand of those upon whom Providence may have showered blessings of competency, and who may have no children to educate, to submit to a system of taxation, which benefits them not in the least, and then to be told, "Why you are able to endure it, and have no reason to complain." Now the truth is, there are comparatively but few who are not able to send their children to a common school; and where a person is able and willing to earn a livelihood, he may do so, and educate his children too. But if not, I have yet to learn of that board of trustees who would be unwilling to pay the same out of the public funds. And what individual in a school district would raise an objecting voice?

But the adoption of the principle, with too many, springs from a selfish motive. Because they have children to send to school, and the tax upon their property is not quite equal to the amount of their school bills in a year, therefore their interest lays in getting as much as possible from the public. And I affirm without fear of contradiction, that, take it all together the past year, the people of this town are the losers.

Besides, the free school system tends to furnish the town with careless teachers, who feel little or no responsibility, and yet shield themselves from public odium under the thin garb of a county license. The trustees in this town seem to act on the belief that they have no business in the school room; and all besides the teacher's efforts must be performed by the superintendent, who, after all, knows but little of what is daily going on in the school room. The teachers are sure of their pay, whether their pupils progress much or little.

Now, under the former system, when a teacher was employed, he was paid a stipulated sum per scholar; and it was his interest to exert himself, and, by his industry in school, to satisfy his employers. He felt some responsibility resting upon him, and the public, witnessing this, were satisfied; because where there is exertion there is progress. Under the present system the teacher is paid, and it is scarcely known by many whence the money is derived; because the most of it is furnished by those who are not immediately interested. It is to be hoped that this will be the last year of free schools in this town, as it has been the first.

There has been considerable difficulty here in relation to the alteration of school districts, as you are aware. It was thought that the phraseology of the law was so plain and distinct, as not to be mistaken by any one possessed of common intelligence. It declares that the town superintendent "shall have power to divide and set off the township into convenient districts, on or before the second Monday in May next, with power to alter and change them, as circumstances may require." Here is a power vested in a superintendent without limitation as to time, as to the alteration or change, but limited only to circumstances. And, it would seem, it matters not at what season of the year they occur. Those interested may make the superintendent acquainted therewith, and he is to act under the circumstances immediately, according to his judgment in the matter.

Now although I readily acquiesce in your decision, made in September, in relation to this matter, yet I would respectfully, through you, urge it upon the legislature that they authorize a new edition of the school law, and the learned publisher to append a judicial *targum* for the benefit of those not so well versed in the law. This would save much inconvenience and trouble. Then those intrusted with the execution of the law, possessed of common intelligence, will apprehend the meaning of the law as understood, at least by the officials, whether it prove to be in conformity with the sentiments of the original framers or not.

AB'M W. HARING.

NEW BARBADOES TOWNSHIP.

Since the present school law went into operation, all our district schools have been kept open for the instruction of scholars on the principles of that law, as we have understood it. Teachers have been employed at stated salaries, varying from \$275 to \$500 per annum, and the public money from the various sources has (as a general rule) been divided by the trustees, so as to apply one-fourth to each quarter, that all might have the benefit of the fund, as they were willing or able to avail themselves of it; and any defect was made up by quarterly assessment on scholars attending and receiving the benefit of the public money. We have understood the law as warranting this construction, and, in the absence of any thing to the contrary from yourself or the attorney general, have so acted. The number of scholars attending school this year is much larger than last, requiring an increased number of teachers to give them necessary attention, so that the amount of money sufficient to meet expenses under the old system, is too small to suffice under the new. It appears to me, from observation, that, as the law now stands, children are admitted in school at too early an age; there are more children attending school under the age of seven than above the age of fifteen. Those under the age of seven years derive no benefit from being there, and are a serious annoyance to the teacher, and retard him in his labor. I am strong in the belief that a child entered in school at the age of eight years, will be as far advanced at thirteen, as one of equal capacity entered at the age of five years. Premature development of mind is to many very pleasing, like the rich fair fruit of the young tree; but encourage the growth of that fruit, and you weaken and destroy the tree; so of the mind, it will be permanently enfeebled by its own early exertion. I do not suppose our rulers wish to convert our teachers into child-nurses or our school rooms into nurseries, but under the law, as it stands, this is a certain result. When the schools are entirely or nearly free, parents find them a cheap

and convenient place to put young children, troublesome at home; this evil is complained of by teachers, and is not imaginary. I think that children cannot be admitted in school with either profit or propriety under the age of seven years.

Our township raised for school purposes this year \$1298, about \$2.50 per scholar. I hope they may be as liberal next year.

I beg leave to suggest to you what I, in my humble judgment, believe would be an improvement in the school law. I feel that the peculiar relation of state and town superintendent gives us a broad license freely to express our views on any subject connected with schools; though they may be erroneous, they pass the scrutiny of your superior judgment, and when we are wrong you can enlighten us. The change I propose is no new thought; it respects the mode of supporting free schools. The great objects of the law should be to make the benefits of the system equal and universal, and the burthen of its support rest alike upon all, while at the same time its support should be certain, not variable and impulsive; it should be beyond the influence of neighborhood quarrels and bickerings, and beyond the reach of those who would make the question of raising money subserve local prejudice and party strife. As it now stands, our schools, if free, must be made so by township and district assessment, the state fund being a trifle, (its great value being its certainty). One township may raise a large sum by tax, and the adjoining townships none; if they unite in a district, it is free to one part of the school, and not to the other: one district may keep the school open free while their next neighboring school is closed for want of willingness to be taxed. It may be said, if they have not the benefits, they do not bear the burthen; but it is made a state institution, for the benefit of the children of the state, the people of the state to support it; the benefit ought to be then extended to all children, and the duty of supporting this state institution imposed upon all the people. There is no equality of taxation in the small districted assessments. One district may have thrice as many children as its neighboring district of equal or greater wealth,

and I believe it is true, generally, that divisions numbering the most children, have the least wealth to educate them. "Flocks and herds" of this kind are peculiarly the property of the poor, and are very unproductive of any thing to support a teacher, though they may form a very good school. In every county may be found instances of poor and populous districts, as well as poor and populous townships. In equalizing poor tax, we do not make each hamlet support its own paupers; we build suitable asylums for them, and the county at large is taxed for their providence. But the principal evil is the uncertainty of provision for free schools: this year a liberal sentiment may pervade the people, and schools flourish: but discord arises in a district; there are men of wealth and influence who abhor heavy taxes and supporting (as they say) their neighbors' children; they turn these discussions to their advantage, distort them into questions of town policy, and at the next town election no money is raised; and that is the end of free schools for the year. I would not have their existence so uncertain, depending on the fitful changes of prejudice and the impulsive notions of the hour. The remedy is to make schools free throughout the state by state appropriation, raise the money by general tax, or appropriate the income of the state for that purpose, and support the government by direct taxation. The hundreds who complain of the school tax never did and never will object to paying state tax; this would prevent discordant jarings between rich and poor, simplify the law, make taxation more equitable, because more general, and render the support of free schools in the state certain, permanent, and universal.

M. M. KNAPP.

BURLINGTON COUNTY.

EVESHAM TOWNSHIP.

You will perhaps think our township has not raised as much money as she should have done for the purpose of education; that has happened from the fact that the new law did not pass until after our town meeting, and we could not raise any more than we had the previous year, having that year raised all that the law would allow us to do. I think our township suffers very much for want of a board of county examiners: the trustees are in the habit of employing teachers without consulting the superintendent; and, after the schools have commenced some time, they call upon the superintendent for a license for their teachers. This is the manner in which they have also elected teachers, without any examination whatever. I find they sometimes get very improper teachers.

RICHARD M. HUGG.

LITTLE EGGHARBOR TOWNSHIP.

There has not been as many taught in our township as heretofore, agreeably to the number of children, occasioned by indisposition. Several have been taken off by death, otherwise I believe there would have been a more general attendance. There appears to be an increasing desire for education generally. Well qualified teachers are sought after and employed. I have attended the schools, once or more, in every quarter, and have found them mostly well conducted, and have rejoiced to see the moral deportment of both the teachers and scholars; and I do hope the time will soon come that teachers may be found that will teach them the fear of the Lord, and educate the hearts, as well as the minds, of the children; and if this be the case, then our public institutions

will become honorable, and the young and rising generation may grow up to the honor of him that created them.

The reading of the scriptures has been attended to in all the schools, I believe greatly to the improvement of the scholars. Besides the common district schools, there has been a select school kept for girls, taught by a female, and attended by thirty scholars.

JONATHAN GIFFARD.

NORTHAMPTON TOWNSHIP.

The wise and liberal provision made for public school instruction by the last legislature has enabled the trustees in this town, comprising district No. 1, of Northampton township, to open the schools for all who wish to enter them free of charge for tuition. The schools were open for one quarter in the spring; and were reopened on September 1st, to continue at least for six months; consequently all the children whose parents avail themselves of this provision will have nine months' schooling without any cost, except for books.

One hundred and fifty-four boys and one hundred and fifty-two girls have been entered on the register, and are prosecuting their studies under six teachers, licensed by the trustees and superintendent. Seventy-four of the children study geography, sixty-six grammar, and a few etymology and the elements of philosophy.

A commendable spirit of order and improvement seems to animate the teachers and children, which it is hoped will continue to increase till our public schools become the pride and ornament of our town.

The colored children in this township, forty-one in number, and last year forming district No. 2, I have placed under the management of the trustees of district No. 1, who have been enabled to open a school for them, to continue six months free of charge, except for books. In this school thirty children are acquiring an elementary education under

the care of a colored female, licensed by the trustees and superintendent. The school is in good condition.

In district No. 3, comprising twenty-three children, no school has been opened by the trustees since the new law went into operation. Owing to the small number of children, it is impossible to comply with the requisition of the law, that the schools *shall be free*, for the quota of the district would not pay a good teacher for one quarter. It is respectfully suggested that a modification of the law, to suit the case of sparsely populated districts, is not only desirable but necessary.

The trustees have, however, determined to employ a teacher for three or four months, if one can be obtained for seventy-five cents a day; and they will make up the deficiency of the school fund among themselves. The school is to commence as soon as possible after the 15th December.

In the *part* district No. 4 there are but six children from this township. They are in the excellent school of Mr. L. D. Hammill, at Lumberton, and are doing well under his instruction.

The trustees of the district, embracing parts of Northampton, Southampton, and Medford townships, became incorporated under the new law; and, having called the citizens of the district together, it was determined to build a school house answerable to the wants of the district, and to raise by tax for that purpose \$600 the present year.

Some dissatisfaction prevails in regard to that provision of the law which allows the citizens of a district to vote to raise sums of money for such purposes. Owners of farms adjoining villages, and included in the school district, may be imposed upon by onerous additions to their tax, not equally borne by all who participate in the advantages of the school.

Any course that has a tendency to alienate the minds of a portion of the community from a proper attachment to the noble and glorious cause of education should be avoided; and as no patron of the free schools can reasonably object to paying his full share towards furnishing buildings and all the appliances of a thorough education, it is further respectfully

suggested that the law may be so modified that all such expenses shall be borne by a *per capita* tax on the scholars, as well as by the assessment on the real estate, that the burthen may be more equally borne, and the interest in the property be more universally felt and appreciated.

There are in this township 852 children between the ages of five and eighteen years, forty-one of whom are colored, and forty-six go to Friends' school.

I have received of the township collector \$680.08, *viz.* state appropriation \$425.63, surplus revenue \$180.63, dog tax \$73.82.

There was an appropriated balance in my hands at the commencement of the school year of \$249.19½, and unappropriated \$4.93½, making \$254.13; total of available funds to the present date \$934.21. Of this I refunded to collector, for Friends, \$3.95 from dog tax, and 36 cents from unappropriated balances of last year and this year, and I have paid on orders of trustees \$826.90½, leaving a balance in my hands of \$107.30½.

The township committee directed the assessment of a tax of \$1 for each child reported, *viz.* for the township \$852, which, when collected and received, will make the sum of \$959.30½ yet to be disbursed as appropriated.

It will be seen, from the foregoing statements, that the available school funds, from all sources, for the year 1851-52 have been \$1571.50½ (including Friends' share retained by collector \$80.49, and refunded by me to him \$4.31, total \$84.80). Of this sum \$1570.97 are appropriated, making \$1.83 for each child in the township, and leaving a balance for next year of \$5.37½.

J. LOXLEY RHEES.

SOUTHAMPTON TOWNSHIP.

As regards the condition of the schools in the township of Southampton, I am sorry to say they fall short of the desired object. Yet we have two schools, in districts number 4 and 8,

deserving commendation; the remaining number, in my experience, are not one step above what they were ten or fifteen years ago. We have the same school houses which the generation before us built, with few exceptions, many decidedly unfit for the purpose designed. In districts number 1, 4, and 11, they have become incorporated; and the first two purpose raising money by taxation to build school houses, but they have met with opposition by some individuals, who assert, although lawful, it does not bear equal. The inhabitants, generally speaking, are favorable to raising money for school purposes, as they have for the few past years appropriated all the law would allow them. But when it comes to the most essential part, that is, procuring competent teachers, keeping regular schools, and attending to the every day duties of the same, they are found wanting, favoring the old adage, "what is every one's business is nobody's." But to the point, we have been legislating time and again with the view to progress in education. We have passed, altered, re-enacted, and amended laws, with an idea to perfect them as near as possible. We have raised and expended money, and the inquiry is, has the condition of our public schools advanced? Does the rising generation bid fair towards an advancing education? Are our teachers better qualified for their task than formerly? Are the people conscious of the difference between a competent and an incompetent teacher? Do they consider the distinction between a school that is only kept, and one that is both taught and kept? Will the above questions admit of an affirmative, if not, what is the alternative? The first idea that is suggested, let us employ properly qualified teachers. But where are they? But few offer themselves.

I think our legislature should establish means whereby competent teachers could be procured. Why not have an institution for the proper education of teachers? and from thence receive a diploma. In my view, until this be done, the progress of education will be slow. Thus far our county board of freeholders have neglected to appoint county examiners, the reasons for which I am unable to state.

Ten schools out of twelve in our township bring about fifteen or twenty dollars per month to the teacher, each. Few of our schools keep any record worthy of note, although frequently reminded by the superintendent to procure a book for that purpose.

The average time of attendance per scholar (that is of the number attending school) is three months in the year; price of tuition \$2.25. Of the one hundred and fifty children in our township who attend school, about fifty are learning English grammar, fifty learning geography, some twelve learning philosophy, fifteen learning algebra and surveying, the remainder learning spelling, reading, writing, and arithmetic, but the majority at low tide. The increase in attendance of this year over last is owing to a select school. The township has this year opened a public school.

JOSEPH L. BUDD.

CAMDEN COUNTY.

WATERFORD TOWNSHIP.

If legislating on the subject of school trustees' duties would be of any use, a good service would be rendered to our schools, by requiring them to attend to their business with more fidelity. Part of the trustees of schools in this township are good for nothing as trustees, except to sign occasionally a teacher's order; which, by the way, is an important service to the teacher, for oft times the public money is all he gets on some of his bills. Part of them, however, act worthy of the office of trust committed to them. One of our teachers writes—"I am of opinion the law should be more stringent with regard to the neglect of duty in the minor matters," trusteeship, &c.

Our teachers are improving, which is a favorable sign of

the times. Four of them have, at different periods, taught some considerable length of time in this township. Feeling the need of higher attainments, in order to accomplish what they should, they have been striving to improve. In the latter part of last August, they met at the house of the superintendent, to consider what they could do for each other and for the schools in the township. One resolution of that meeting was, to form a township association of teachers, which has since been done. The association has met three times, holding its meetings on the first Saturday of each month.

They have formed a constitution, &c.; and extend to the superintendents and teachers, in other townships, the invitation to come and improve with them. None but teachers, or those who have been, can become members of the association; and one article of the constitution requires all the members to form themselves into a class or classes of scholars, who shall recite at each monthly meeting of the association on some branch of common school instruction, which the class at a previous meeting shall have agreed upon; and the teacher for the occasion shall be some member of the class, to be chosen on the day of recitation. This rule has, for three meetings, worked admirably. Our recitations, thus far, have been upon the alphabet, oral spelling, and analysing words. How long before we shall take up something else I cannot say; but one thing is quite certain, not one of us will leave this regretting that it was taken up, or that so much time has been bestowed upon it. We will forward you a copy of our constitution, when printed; and we invite you, in your visits through West Jersey, to make arrangements to be present at one of our meetings.

Our school houses form a subject of complaint. Telling you that they are nearly as they have been from time immemorial, will give you a better idea of them than any description I can write. But if the trustees of the several districts would give only the degree of attention to them that farmers must to a house for their pigs, we should have warmer houses in some places, and cleaner ones in others. As to play grounds, our building committees have thought proper not to limit any

child; there being no yard fence around any of our six school houses, and only one of them is shut in from the beasts of the highway, and that is enclosed in an hundred acre field. One of our teachers suggests the enacting of a law which shall enforce proper attention to this matter.

But with better houses without better teachers, and better tools for teachers to work with, we should still be poorly provided for. Better teachers, however, our teachers are trying to make themselves, as shown above. In reference to others, shall we apply a rule given by one in his report to me? "Apply the remedy already in your hands; make the examination what it should be. This making a farce of the examination, often produces a comedy in the school room."

But to make the examination what it should be, would deprive this township and many others, perhaps, of their teachers, and not supply us with any better, until a normal school, or some other institution, or some other means, furnish us with those who are well qualified not only to teach, but to govern and train our children in all that will make them intelligent and virtuous citizens.

During the last six months there has been a change in regard to books. McGuffey's spelling book and series of reading books have been introduced into three of the schools in this township. They have not entirely taken the place of the old ones, but will probably soon do so. Ray's arithmetic, also, is fast taking the place of Pike's, Bennett's, and other inferior ones.

For the last five years I have been engaged in teaching; two and a half years in one school in Gloucester township, and two and a half years in district school No. 6, in this township. Two years ago I proposed to the trustees to teach for so much per scholar, and find all the books, except copies. Convinced of the merits of McGuffey's books, I put them in the place of the old and various kinds the children had been using. It produced a change highly satisfactory to all parties. I mention this, that those who design teaching for life, and are complaining of ill adapted books, and cannot influence trustees and parents to furnish better, that they may know

the only remedy I could find, that is, furnish themselves, as mechanics do, with their own tools, and charge accordingly. One of our present teachers is introducing the books in this way, while the trustees of districts number 1 and 4 are authorizing the introduction of them in another way.

In regard to licensing teachers, one thing troubles me. We are sometimes compelled to license a man, because of his literary attainments, whose moral character we must take on trust, we knowing nothing about that, and he producing no written recommendations, or, if any, only such as may be expressed in the license of some other superintendent, who, it may be, has certified to it simply because it is a part of the certificate given to one who passes for a scholar. If a teacher pass as a scholar, the superintendent would give great offence to refuse giving a license on the ground of not having satisfactory testimonials of character. If he prove to be morally unfit for the office of instructor, he still can take his license where he pleases, and deceive others on our authority; and though we protest, we cannot hinder him. I feel anxious on this matter, because of the great responsibilities involved in the question and the incalculable influence a teacher exerts among his pupils. Cannot legislation do more for us in this particular?

There seems to be one important thing still needed to improve our schools more, that is, a larger amount of money from some source. It is true the townships may raise a sufficiency to make the schools entirely free; but the amount additional to the state appropriations appears to be too large for us to raise. If the state would give \$150,000 there would not be any very great difficulty in establishing, in a short time, entirely free schools. We are trying to make the best possible use of all that is given us for this purpose, and, as it is a power to do good with, we are anxious that it shall be increased. Why not ask another lift from the state?

THOMAS C. ROGERS.

CUMBERLAND COUNTY.

BRIDGETON TOWNSHIP.

Having been out of blanks, I make my return without them, considering it of little importance, so you get the facts. I have very little to communicate from last year's report, only we number more children, and the schools are certainly advancing in their studies. We tax ourselves very heavily to support the schools, and the people, with few exceptions, do it cheerfully; and no person that takes any notice of our public schools can help noticing the good results arising from them. We have hundreds of children in our town getting a good English education, that would of necessity have been kept out of school if we had none but private schools, because their parents are unable to pay their schooling. But public schools we must have, and if the legislature will do no more for us we will do it ourselves.

I thought, in connection with the report, I would send a few samples of maps, &c., executed in our public school, with a copy of a monthly publication, written exclusively by the children; also a list of the studies given by the principal. You can judge of their merits. But, knowing you are a great deal better acquainted with the good arising from public schools than I am, I will proceed to my return.

Number of children in the township 775, between the ages of 5 and 18 years. The first district includes 687; of that number 363 are girls, and 324 boys. There are three other districts in the township, two exclusively black or colored. We have in all the townships 60 colored children between 5 and 18. We have expended \$2582.39 for public school purposes. The school in the first district, which in fact includes nearly the whole of the children, has been kept open the whole year, with an average attendance of 320 children, at a cost of about \$1.50 per quarter, including books and stationery. There has been some bills for improvement around

the building, &c. The out districts have been poorly attended to by the trustees; the schools have been kept open about six months, an average attendance of about 50 children; but I shall refer you to the last year's report for the out districts—they are about the same.

I will also refer you to a list of studies furnished by principal of the Bridgeton school, for the studies pursued there.

LEWIS McBRIDE.

Accompanying the foregoing report were several beautiful specimens of map drawing, executed by the pupils of the public school at Bridgeton; also a manuscript copy of a newspaper, edited by the pupils, and devoted to the cause of education. For this mark of attention, alike evincing the proficiency of the scholars and the capability of our public schools to afford a suitable education to all who are desirous of attending, the scholars and teachers will accept my thanks.—T. F. KING.

COHANSEY TOWNSHIP.

The statement herewith shows the general condition of affairs in this township during the past year. The smallness of the township renders it convenient to have but one school district, and all the children are within reach of the house in which the public school is held. At the last town meeting the people voted \$1500 for school purposes, which, with the sum received from the state and the interest of the surplus revenue of the county, makes our annual income about \$1800. Four teachers are employed by the year, at salaries amounting in the aggregate to \$1000. All books and stationery are furnished to the scholars by the township. The money received by me is paid to the trustees of the school, upon their order, and is appropriated by them, after paying the current expenses of the school, to the liquidation of the debt upon the school house.

It is believed that nearly all the children of the township have, at different periods of the year, been inmates of the

school, although the average attendance has not exceeded 180. The teachers have been faithful, and, under their management and the active supervision of the board of trustees, the children have made commendable progress in their studies, and the school has won the general confidence of the community.

ISAAC A. SHEPPARD.

DOWNE TOWNSHIP.

In addition to the tabular view of the state of the public schools in our township for the year 1851, I would remark, that two of the districts (Mauricetown and Haley's districts) have become incorporated according to the late act, and have agreed to raise funds, in addition to what they receive from other public sources, sufficient to sustain their schools the whole, or greater part of the year, which we hope will be an inducement for other districts to follow their example.

Mauricetown district has also made arrangements to erect, the ensuing year, a convenient building for the accommodation of the public school; and we have no doubt, when the enterprise shall have been completed, it will aid them in securing well qualified teachers to take charge of the interests of education among them. Some progress has also been made in the introduction of improved books, of a more uniform character, into some of the districts. One district having observed that the children of a neighboring one were much more advanced, though of the same age, has been led to inquire into the cause, and has traced it, in part, to a judicious selection of books of a uniform character. But there is a great deficiency in this particular in many of the smaller districts; hence time and money are wasted for the want of these necessary instrumentalities. How is it possible for a teacher to do as he ought, or as he wishes, let him be ever so well qualified, who enters a school containing forty or fifty pupils having a miscellaneous mass of books, in spelling, reading, arithmetic, &c.? He cannot arrange them in classes, and he is

compelled, from necessity, to devote but a few minutes to the instruction of each scholar. It will be perceived by every discerning mind that a school of fifty scholars, well classed and disciplined, can be better instructed than half the number where this is wanting. On the whole, light is advancing on this subject in our township, and we hope the time is not far distant when every school shall be duly supplied with a uniform series of select books.

WILLIAM BACON.

FAIRFIELD TOWNSHIP.

I received the appointment of town superintendent at the annual town meeting, held in March, by which you perceive I can only make an estimated report for the year. I have now 12 schools in full operation, all of which are well supplied with scholars; average number 30 in each school. The two quarters from November to May are generally full.

There has been a general desire for schools in this township the past year. I have opened several during the summer months in places that have never had them before, by which the small children have had an opportunity they could not have had without them. There will probably be an additional sum raised in our township next year.

So far as this part of the country is concerned, it would have been better policy in the legislature to have admitted children at four years, than extending it to eighteen.

What is the law or custom with unexpended balances in the hands of superintendents? should they be thrown into a general fund, or divided by the districts? We have gone on the general fund system. The business of town superintendent was rather unexpectedly placed in my hands, and I have been somewhat at a loss sometimes to know how to act. I would be obliged, if you have any thing whereby I might be enlightened, if you would make it known, as I wish to do the matter about right.

LEONARD LAWRENCE.

GREENWICH TOWNSHIP.

At the commencement of the present year, I divided the township of Greenwich into three districts. The 1st district contains 221 children, the 2d, 469, and the 3d, 84, making the whole number 774. In the 1st district there are three school houses, and there have been three schools taught by females in private houses. In the 2d district there is but one school house, and in the the 3d district they have none, and in consequence have been obliged to send their children to the other district schools. The teachers have been licensed, and are well qualified to instruct. In the 3d district they are making exertions to erect a school house, which I presume they will readily accomplish in time for the next year. The whole amount which has been received by me for the present year, to this time, is \$532.24, consisting of the balance of last year, the state appropriation, and the interest of the surplus fund. There will likewise be, when the tax is collected, \$400 to be added, raised by the township, making in the whole \$932.24. The apportionment to each scholar is \$2.50. The charge for tuition is from \$4.50 to \$2. There has been, the present year, considerable improvement in the qualifications of our teachers; as they have been punctually paid, their services have been assiduously performed. There are in this township more than 70 colored children, who receive their full proportion of the appropriation with the whites, which will soon relieve us from the reproach of having a single individual unable to read or write. The supplement to the school law is liberal in its provisions, and, where we are sufficiently accommodated with school houses, will enable us to carry out a thorough free school system. Had we been so fortunate in the revision of our constitution as to have limited the sessions of our legislature to two or more years, and appropriated the twenty or thirty thousand dollars thus expended to carry out our school system, we should have conferred a great blessing upon the state, and have relieved the people from a heavy tax.

WM. B. EWING.

HOPEWELL TOWNSHIP.

I cannot say that our schools are any better than they were last year, but the general interest in education is improving. One new district has been formed, from a part of Deerfield and Hopewell townships, numbering 54 scholars. The inhabitants of that district erected a new school house, 24 by 28 feet, at a cost of about \$400. It is finished in modern style, with desks to accommodate only two scholars at each.

In the 4th district a new school house is being built of unburnt bricks, 26 by 36 feet, two stories high, to be furnished with Mott's iron chairs, estimated to cost about \$1000. It will be finished by the 20th of this month, and the school removed to it, which is now open in the old house in the district.

School district number 5 has voted tax to build a school house next season. Every district in this township will then have a good school house in it, except number 9, which is composed wholly of colored inhabitants. They have a school now open in a private house, taught by a colored man.

There is no improvement among our school teachers from last year, all are respectable; there is not so much deficiency in scholarship as in "ability to teach." Had the last appropriation of our legislature for the benefit of public schools been for the establishment of one or more normal schools, where teachers could learn the art of teaching, I think the public schools would have received more benefit from the money expended than they do now.

GEO. BIDWELL.

MILLVILLE TOWNSHIP.

Enclosed you will receive the report of the general condition of the schools in this township.

The schools are in active operation in every district, and

I am satisfied are doing well and giving general satisfaction. Teachers, well qualified for their honorable and arduous duties, have been secured in each district, and a healthy tone pervades our entire community, in reference to the important consideration of instructing the youth of the township.

The new law gives general satisfaction. One district is incorporated in accordance with the supplement, and in the ensuing spring every district in the township will be, for the purpose of raising funds for educational objects; in short, a complete "change has come over the spirits" of our people.

E. B. RICHMOND.

ESSEX COUNTY.

NEW PROVIDENCE TOWNSHIP.

Our schools, you will perceive by the above table, are not very forward, and but a small portion of the children attend school, and even these very unsteadily. The plan of hiring teachers by the month, does not make it their interest to get all the children into the school; whereas, if their emoluments depended upon their exertions to obtain as many children as they could, I know from experience many more children might be collected in school.

The law giving the trustees power over the superintendent, in licensing teachers, has a bad effect. The trustees will hire a teacher, and when it suits their convenience will call upon the superintendent to license him, whether qualified or not. They have employed him, and he must be licensed.

There is another matter that ought to be remedied. The trustees will not take care to make a true report of the number of scholars in the district; they will generally make the number large enough, and commonly too large; it is their interest to do so, and there is no check upon them. The super-

intendent ought to be required to do this, and to be paid for it, or the trustees should make their return under oath.

The school system has not answered the purpose intended, so far as my experience goes. There is not as many children schooled, in proportion to the whole, as was formerly. Thirty or forty years ago our schools were larger and better taught than now.

JOHN LITTELL.

RAHWAY TOWNSHIP.

I send you above the report of our township schools for the year; it is as accurate as I can make it. It has been very difficult to ascertain precisely the number of months in which each scholar has attended school. There are several things in the report which need explanation. In the first place, as to the large number of scholars who have attended school less than four months. This is owing to the fact that our largest district, which embraces, indeed, nearly one half of the children in the township, is engaged in building a new school house; and the trustees of the district have been obliged to disband the schools since April last, as no suitable building could in the meantime be procured for their temporary occupancy. This is to be regretted, but seems to be unavoidable. We hope before long to get our new building finished, and again to undertake the work with new vigor. In the next place, as to the small average of time during which the schools have been opened. This has arisen from the difficulty experienced, in quite a number of districts during the summer and fall, in getting good teachers. In some instances this defect is now supplied, and with a very excellent prospect of increased success to the schools. I must also observe, that although the tuition price is put down in the report as heretofore, yet that it applies to only a part of the year. So long as the appropriation in each case lasts the schools are strictly free, as the late law requires. A few of the districts receive enough to be kept free all the year round.

My experience during the year has made it very apparent to me that we have both cause of congratulation and also for renewed energy. We have made decided progress, but there are still hinderances. A very prominent hinderance in the way of complete success, is the need of suitable school houses. In several cases the houses are so small for the large number of pupils attending, that the best furnished teacher can do neither himself nor his pupils justice. It is pleasing, however, to see that there is a laudable desire, at least, to improve in this respect. Old school houses have been refitted, and we hope in a few years to see every district in possession of such a school house as shall be an ornament to the place, and shall comport with the noble object for which it is designed. Another drawback is the want, in a number of cases, of suitable school furniture and apparatus. Some are quite destitute of even suitable maps and blackboards. I consider this a very important defect. In a few instances I have succeeded in urging the trustees to procure a set of outline maps, and, as might be expected, with an evident and immediate good result to the pupils. We suffer greatly, also, from the exceeding difficulty of procuring good teachers. This, indeed, is partly owing to the smallness of the compensation which some of the districts can allow. But, whatever be the cause, it is a main hinderance in the way, and one which a liberal policy must remove before the public school system can effect all the good of which it is capable.

On the other hand, it is very cheering to observe so manifest a progress among our people in right views on the great subject of education. One pleasing indication of this is seen in the erection of our new school house in Franklin district. This, when completed, will be a substantial and handsome brick building, 60 feet by 40, and three stories high. The two upper floors are to be devoted to the schools of the district, and the lower story to be used as a public lecture room. It is the intention of the district to have the interior arrangements fitted up after the most approved models. It will cost about \$8000. But an indication of progress, not less gratifying, is the fact that this enterprise has secured the steady and

hearty cöoperation of all the inhabitants of the district. The unanimity with which the tax was voted to carry through such a project shows that the subject of education has taken a strong hold on the minds of our people. I cannot but hope that the neighboring district will, within a year, follow this good example. But I will not weary you with further details. You see that while we are still at a good distance from the right standard, yet, on the whole, the year just closed gives us cheering signs of encouragement.

CHAS. K. IMBRIE.

GLOUCESTER COUNTY.

DEPTFORD TOWNSHIP.

The public schools show education in a low state, nearly all the more advanced scholars attending other schools, which are well conducted and in high repute. I am not able to state the number studying the different branches, and various other particulars queried after, in consequence of the deficiency of several of the reports; and this deficiency is caused mainly by the district trustees and teachers not being supplied with copies of the law, and the State Superintendent's requirements under it. I do not know of more than one copy of the old law and instructions in the hands of trustees, and I have not seen the instructions under the new law. I called on the county collector for them, as directed, and was informed he had never seen them. In regard to school houses, there is scarce a house in the township that, strictly speaking, belongs to the district. The district trustees use the houses by permission from the legal owners, and in most cases some of the trustees are owners.

There does not seem to be any particular system of instruction, and, as for books, there is such an endless variety,

that teachers cannot classify to advantage. This is a subject that demands the attention of parents, as the trustees have not funds to use for this purpose. True the law authorizes the trustees to say what books shall be used; but, unless parents are willing to cooperate and do their part, no important change can be made. In many instances parents seem to think the state has taken the responsibility of educating their children off their shoulders, and therefore give themselves no further concern about the matter; and the consequence is, our district schools have not kept pace with the improvements of the age: many of our most intelligent citizens think they are retrograding, and that the idea of having free schools, with funds barely sufficient to give each child one quarter's tuition in a year, is doing more harm than the money does good.

BENJAMIN I. LORD.

FRANKLIN TOWNSHIP.

In compliance with requirements of the 13th section of the act to establish public schools, relative to the duty of town superintendents, this, my second report, is respectfully submitted.

At our town meeting, last March, the question was asked, how much money are we entitled by law to raise? when it was unanimously resolved that one thousand dollars should be assessed for school purposes. It was subsequently ascertained, however, that, according to the 4th section of the school act, we were limited to \$700. This, together with the amount raised by districts, and received from the state and surplus revenue, realizes for the support of the schools of this township \$1825.86, which, by comparing with my last report, shows an increase of nearly one thousand dollars; conclusive evidence to induce me to again report "progress" in the condition of our schools.

Of the twelve districts of the township, but one, either through carelessness or from a spirit of indifference, improved the advantage of becoming incorporated. In this district that

spirit which animated our pilgrim fathers has, as it were, incited them to noble deeds; and they have made a trial of the benefits bestowed upon them by our wise legislators last winter, raising sufficient money by tax to open the doors of the school room, and to extend the blessings of our public school system to all, whether bond or free, rich or poor; all have the privilege of entering and preparing themselves for future usefulness.

I would however remark, that the \$500 raised in this district, the larger part, owing to the fact of its being an extensive manufacturing village, as are nearly all in this part of the state, was paid by a few individuals; yet, without murmuring, they have nobly sustained the free school principle: and, as far as I am acquainted, its results, during the short space of time it has been in operation, has far exceeded the expectation of its most sanguine friends.

Although I have not heard a dissenting voice in this township to the principle of free schools, yet it is the general opinion that a larger head or poll tax should be laid upon each individual, that the burthen of supporting our schools may not become too heavy upon the rich nor too easy upon the poor, but that all may assist in contributing to their support, according to their several ability.

I have endeavored to comply, as near as my statistics afford me the information, with the form of the blanks you sent me; but as they are limited in their requirements, I send you a general view, as obtained by me during the current year.

I have yet to complain of the qualifications of some of our teachers. It is greatly to be regretted that men so illy qualified for their post have been selected to conduct the education of our children. The time has scarcely yet past when teaching was supposed to be a calling which any one could at any time take up. The man who failed in business, and knew nothing else to which he could so readily turn his hands, imagined himself fully qualified to "teach the young idea how to shoot" if he could only read a little, write any sort of a hand, cypher as far as the "rule of three, and spell

correctly book in hand, so as to be sure not to miss when hearing the class. Even the foreigner coming to our shores, with but a stammering pronunciation of our tongue, was often thought the most worthy candidate for the schoolmaster's chair; and deficiency in learning, in correct enunciation and emphasis, was fully compensated, in the estimation of most, by his dexterous use of the ferrule or birch.

Although the inhabitants generally are somewhat awakened from that almost fatal lethargy which has so long pervaded the minds of the community in relation to the condition of the common schools, they are not willing, as in days gone by, to intrust the care of their children to those who, "having become too old and infirm to take care of the pigs, are sent to take care of the children;" yet they do not manifest as deep an interest in the choice of their teacher as they should, knowing that the welfare of their children, their influence and standing in society, their future usefulness, and in fact their all, depend in a great measure upon those impressions which they receive in the school room.

In the selection of men to take the charge of business of any other nature, every precaution is taken to ascertain whether the candidate possesses the qualifications and skill requisite for the faithful and profitable discharge of incumbent duties. This we consider the part of wisdom. But in the employment of those who are to educate and train the youthful mind, and fit the untutored and ignorant child of to-day, for the virtuous, intelligent, and useful citizen of to-morrow, a far different course has been pursued.

In examining the schools, I find that where they have been successful in the selection of teachers, and obtain those qualified to discharge the faithful responsibility which devolves upon the faithful teacher, that all other obstacles have proportionably diminished; children attend more regularly, there is a deeper interest manifested in the welfare of the school, parents visit the school room, suitable books are provided, and, in general, all things relative to the condition of the school assume an encouraging aspect.

If so much, then, depends upon the teacher, does it not

become the duty of the state to provide for the maintenance and support of a normal school, whereunto that abundance of raw material which we now possess might resort, to become better qualified to discharge the duties of the school room?

In perusing the history of the rise and progress of the public school system in other states, I find that that interest, which has finally wrought such a great change, commenced with the establishment of normal schools and teachers' seminaries. Profiting, then, by the experience of others, why is it that New Jersey, when she can boast of more than any other state in the Union, is so backward in providing those means for improving her common schools, which her citizens and the improvement of the age so earnestly demand?

We cannot, however, expect to educate the mass in so short a period; the task of educating the immortal mind cannot be accomplished in a month or year; yet if New Jersey continues those laudable efforts in carrying on and completing the reform which she has already commenced, she may ere long

"boast as great
As any other sister state."

JAMES B. BOUCHER.

HUNTERDON COUNTY.

ALEXANDRIA TOWNSHIP.

Having been chosen superintendent of public schools in Alexandria township, Hunterdon county, I do, in accordance with my duty, submit the following report:

The number of whole districts in this township is fifteen and seven parts, which, together with portions of adjacent townships, form whole districts, numbering twenty-two un-

der my supervision. Of this number twelve have been kept open during the whole year, and eight have been open but a part of the time, for the reason that they were not able to obtain and support a competent teacher. Two others have been building new school houses, and have had no school; these buildings, however, are now near completion, and will be suitable and comfortable houses for the districts.

The condition of the schools at the present time is encouraging. Many of them are in a flourishing state, under the care of competent teachers and attentive trustees; others, and in more retired portions of the township, are not so prosperous, on account of the lack of interest felt by the people generally, or the parents more particularly, in the progress of education. The trustees are mostly incompetent or unwilling to perform the duty required of them by law; consequently we see the educational interest languish, the school small, and an inferior teacher employed.

The whole number of children in the township is twelve hundred and fifty-seven. Of this number about an average of two-thirds attend school; four-fifths are learning the primary branches in nine of the district schools: in connection with these, geography, grammar, and history are taught.

The terms of tuition in most of the district schools are, two dollars per quarter for the primary branches, and fifty cents extra for any of the higher branches; but some of the districts employ their teachers by the month, and pay them according to their agreement.

The number of teachers at this time employed in the township is fourteen. Of these only one has been refused a license; four others were licensed only to teach reading, writing, and arithmetic, that being all that was required in the district that employed them. The remainder are amply qualified; some four or five are excellent scholars and moral men, and every way well qualified to accomplish with credit their arduous duties. The number of female teachers is three, and all are adults, but not past the meridian of life. The general character of the teachers is good, and their morality I have endeavored to be cautious about ascertaining;

their qualifications generally have borne a fair test. One thing we have to lament, it is that many of the school teachers are not permanent, or do not intend to make it a permanent business, but only attend to it so as to facilitate their entering some other avocation at a more auspicious season.

Another grand difficulty we have to contend with is the want of uniformity in the school books, and until some mode is adopted to accomplish that end, we must still labor on as before. As it now is, no definite mode of teaching can be successful.

The condition of the school houses is as follows: four are built of stone, and are one story high, with one room, and in a good state of repair; eight are built of wood, and are comfortable and in a good condition; the remainder are old, and mostly ill fitted for the purpose for which they are used: some of them are too much dilapidated to be comfortable as stables, yet the children are sent to them, as the only place to obtain their limited education.

The number of visits I have made to the different schools is thirty-two; and this I have had to do alone, as but few of the trustees show any interest in the matter; and were it not for the interest I feel in the schools, the visiting would be a sorry task indeed.

The amount of funds received for school purposes this year is \$1049.04. This has been apportioned according to the number of children in the several districts, and paid out upon a written order of the trustees, quarterly or otherwise, as was required, but for no purpose except to pay for teaching.

Considering every disadvantage that we have encountered, there has been some improvement in most of our common schools during the past year. In my estimation there seems to be a more vigorous impulse given to the cause of education in nearly every part of the township, and as soon as we can see the people generally wake up, and give the cause their encouragement, we will see the dawning of a better day.

C. BARTOLETTE.

EAST AMWELL TOWNSHIP.

In my report I include only the children that are taught in our township. There is a number of children who reside in my township, and were returned to me, but were taught out of the township, which I do not report. Our school districts are cut up so small, that nearly one half of them are not able to keep a school open more than half the time, and are generally supplied by teachers of the lowest class. I think it would be well if the legislature would enact a law declaring that each district should contain at least 100 children between the age of 5 and 18 years. We would then be able to abolish a part of the district, and enable the remainder to keep open their schools the whole time, and conducted by the best of teachers. By the passage of such an act, I think we would be advancing the interest of the poorer part of our state. I also beg leave to say, that I think the public money should be apportioned among the several counties in the ratio of the number of children actually taught. We suffer from the present mode of distribution.

JACOB S. MANNERS.

KINGWOOD TOWNSHIP.

There has been received from the school fund \$297.24, as above stated, which together with the interest of the surplus revenue (which was ordered to be put to the use of schools), not yet received, will be about \$228, making an aggregate of \$525.24, exceeding the appropriation of last year by \$325.34. The excess of appropriation has given life and vigor to the schools, and it is easy to observe the improvement since last year. The schools have been (and will be) better attended, and in some cases the trustees have obtained better teachers. On the whole, our schools are in a more prosperous condition than heretofore.

Our greatest difficulty at present is the want of good

school houses, and located in the most convenient places in the different districts. About one half of our school houses are unfit for use, on account of their dilapidated condition, to say nothing of their ill constructed and unseemly appearance. This is known and felt by all, and the question has been raised in all such districts, how shall we remedy this defect? Why, by erecting a new and convenient edifice. How are the funds to be raised? Some say by voluntary subscription, others say the law authorizes us to become incorporated, and raise the money by direct taxation upon the persons and property of the district, which is strenuously objected to by others; and so the matter drops. Allow me to suggest, that I believe the late supplement to the law, so far as relates to the incorporation of districts, is uncalled for, and has a tendency to retard the improvement of school houses (as above stated), and that it would not, if put in practice, operate equally (in regard to benefit and expense) on the inhabitants of said districts, for the reason (in the country especially) it is agreed by all a good house and school convenient to a farm or lot enhances the value of said property; and is proved by the fact, that every person offering such property for sale will set out in their advertisements (in describing its good properties) that it is convenient to a good school. This admitted, those situated in the extreme end or corner of a school district (many of the districts large) would have many disadvantages in comparison with those convenient. It would not raise the value of their property, and it would not be so convenient for them to send to school at all seasons of the year, and sometimes not at all, on account of bad roads. Some have to cross fields and forests, and the distance too great to make it practicable for small children, while those convenient would not be subject to these inconveniences. Yet such persons would be compelled to contribute a full share. It is true it requires a large vote to carry out these measures. Nevertheless such is the law, and affords matter for discussion, and those to be benefited will listen to nothing else, consequently our school houses remain as they are.

READINGTON TOWNSHIP.

My *data* are entirely insufficient to make out a complete report. I have made the schedule as complete as possible from the brief and imperfect returns which I have received, supplying what deficiencies I could from the necessarily limited statistics which I have been able to collect when visiting schools. There are no registers (except such as are the private property of the teachers) in any of the schools; and, as teachers are continually changing their location there are no means of obtaining even an approximation, to the number of children taught, or who have attended school for any given number of months during the present year. The number of children taught in our schools is larger than in former years: the average in our twelve schools (eleven districts) is probably over four hundred. The inhabitants being mostly an agricultural population, the larger boys are kept at work on the farm during the spring and summer months, and attend school only in the autumn and winter. The trustees of some of the schools, in accordance with the wishes of the people, have appropriated part of their quota of public moneys in such manner as to have free schools for part of the summer and part of the winter, making in the intermediate time pay schools.

The board of chosen freeholders not having appointed examiners, the duty of examining teachers has devolved upon the superintendent, who, since the 14th of April last, has examined four female and eighteen male teachers, of which number two were rejected on account of incapacity. Of the whole number examined, fifteen are natives of New Jersey, four of Connecticut, one of Massachusetts, one of New York, and one of England. Of those rejected, one is a native of New Jersey and the other of Connecticut. A majority of the people of this township are decidedly in favor of free schools, though not so favorable to the present system. A larger appropriation from the revenues of the state towards this object, even if it be necessary to levy a tax for the support of

the state government, would better meet the wishes of the people of this township.

One half of the teachers of this township attended the teachers' institute, held at Somerville in November last, with manifest benefit to them and their pupils. It is hoped that the time is not far distant when state appropriations will enable us to hold an institute annually in every county of our state.

JOSEPH THOMPSON.

TEWKSBURY TOWNSHIP.

During the past year there has been a sensible increase of interest in the cause of education throughout our township. No new school houses have been erected, but the old ones have been made more comfortable and pleasant, and are having added to their inner adornments a map of the county, furnished by the liberality of the board of chosen freeholders. There is also a commendable desire to adopt the improvements of the day.

I beg leave, in this report, to express my satisfaction with the provisions of the late supplement to the school law, as calculated to give efficiency and permanency to our districts, with the exception, however, of section seventh. This section, if construed literally, requires a thing utterly impracticable, unless there is sufficient money appropriated by the state and township to make the schools free for at least nine months of the year, as otherwise there is not sufficient money in hand to pay the teacher until the month of December. I have felt it to be my duty to disregard the provision of this section of the law, under the conviction that to enforce it would at once engender strifes, embarrass teachers, and, in other ways, work injury to the cause of common schools. I sincerely hope the present legislature will repeal this section, or pass an act "explaining it away."

It has long been my opinion, rather strengthened by continued observation and experience, that the law allows chil-

dren school money at too early an age. There is a disposition to locate districts and school houses and arrange schools with reference to the wants mere infants, rather than to those of youth better fitted to derive solid advantage from attendance upon school. It is the opinion, I believe of the best judges in the matter, that six or seven is a more suitable age than five, for children to enter the district school: and it seems unwise to devote so much of the funds of the state to a class of persons so incompetent to derive very great profit from it. A bill for an appropriation for the purpose of taking care of small children whose parents desire merely to get them out of their way, would be rejected with contempt by the legislature; and yet no small portion of its noble appropriation is, in fact, absorbed in the attainment of that very end. This opinion has been formed with reference to no particular district or township, but to every part of the state from which I have been able to get information.

ARTHUR B. NOLL.

WEST AMWELL TOWNSHIP.

In making my remarks upon the general character of the schools in West Amwell, I think the report will not agree with my views of recommendations heretofore made. The schools which are taught within the township are numbers 1, 2, 3, and 4. In numbers 3 and 4 the teachers have been hired by the trustees of the districts, and paid from the public funds, making the schools free in both of the districts during the seven months which precede the present one. One of the districts, number 3, reports 72 scholars in West Amwell, and about 10 in Hopewell, Mercer county, and the school has averaged, as per report, about 16. Number 4 reports 84 scholars, and the average about 13. The teacher of number 3 was engaged at \$50 per quarter, and all the district invited to send their children, with the result as above. Thus you perceive the price per quarter has exceeded \$3, and in district number 4 it has cost the public almost \$4 per quarter to educate the children of that district.

In districts numbers 1 and 2 the houses have been crowded with children, and far more attention paid to the cause of education. Number 1 receives a number of children from Delaware township, and number 2 about half her scholars from East Amwell, which are not included in this report. Thus, you perceive, the free schools have been very sparingly attended, while those where the teachers receive pay from the patrons or supporters of the schools have been well attended; which is a true statement of the case. But perhaps there are other causes, better imagined than given in detail.

The inhabitants of West Amwell, at their last annual town meeting, appeared spirited about schools, and all spoke in high terms of the additional school fund, and raised a very decent amount in the township by tax for the support of public schools; and it is a very popular idea that the tax raised upon bonds and mortgages should be applied exclusively to school funds within the townships; but my opinion is, that the system of enforcing a tax exclusively for the support of schools will not be the proper way to nurture the important cause, unless there could be a fund in some way raised therefrom for the indigent scholars within the township. And this system involves another difficulty, which is, making the distinction.

I believe the people are awaking in general to the importance of the subject, and feel an ardent desire that every session of the legislature will do something to advance the cause in which we are all so deeply interested, or at least in removing any and all obstacles that tend to impede its progress.

In making the foregoing humble remarks, I have endeavored to lay before you in the plainest manner the facts, and hope that the legislature, in their assembled wisdom, will improve their time, or at least a portion of it, in deliberating upon this important subject.

N. V. YOUNG.

MERCER COUNTY.

EAST WINDSOR TOWNSHIP.

Being chosen superintendent last spring, I then received assurances that \$1858.26 might be expected for distribution during the present year; I therefore apportioned said sum to 868 children, the number returned, and authorized the trustees of each district to draw quarterly, in proportion to the several numbers returned. Seven districts, out of twelve, are likely to make four quarterly terms, and have drawn accordingly; the remaining five are likely to make no more than three terms, and have drawn their funds accordingly.

In answering the above drafts, for the purpose of giving satisfaction and preventing confusion, I have advanced payment out of my private funds, which has given satisfaction to the people and energy to the schools.

I have visited some of the districts once each quarter, and others not so frequent, but I have examined into the condition of all, and am prepared to say that nearly all have been well conducted and numerously attended by scholars. Eleven male teachers have been employed, at salaries ranging from sixty to one hundred dollars per quarter. Two female teachers have been employed part of the year, at from thirty to fifty dollars per quarter. The trustees have endeavored, in some instances, to stipulate with teachers for a certain amount per quarter, which I think more economical than to pay \$2 per quarter when the schools are likely to be very full. However, we have no complaining or murmuring, but the expression of general satisfaction and friendly feeling in reference to school arrangements.

In conclusion, I confess that this is no more than a mere apology for a report, and while I ask indulgence, all the reason I can offer is that the time which I had allotted for the purpose of making out my report in detail has been severely cold and my health exceedingly feeble; and, if I can

do any thing in future to atone for past neglect, I am not only willing to try, but it will give me great satisfaction if by any sacrifice of service I may contribute to the promotion of education, which under the divine sanction is a great blessing.

R. E. MORRISON.

EWING TOWNSHIP.

Our schools are, perhaps, as well attended as those of other townships, yet there is a lamentable want of attention on the part of parents and guardians to see that the children attend regularly, and also to enforce the duty of being prepared for recitation when there. If children are not made to feel the necessity of obeying the laws of school, they cannot be expected to make that progress that will be creditable to the teacher or beneficial to the scholar. In some of our schools there is manifestly great improvement, especially in spelling, reading, and writing; my own opinion is, that if there could be some means devised to lead those who, from their relation to the children, must desire their best interest, to attend at least the examination of the school at the close of each quarter, they would feel a deeper interest in the education of our children and youth; but those matters that we are least familiar with have least of our regard or our attention. The teachers complain that none come to look or listen, and thereby encourage both the teacher and the scholar.

Our school houses are all comfortable. In one district they have built a new house, which, when finished according to design, will be an ornament, and I hope a pattern for others to follow. There is a diversity of opinion in regard to the school law. There is no doubt room for improvement, in what particular it would not become me to say; but I hope that those authorized to amend and revise will so amend as to make the means of education accessible to all, and thereby leave no excuse for remaining ignorant. We have three male

and two female teachers, varying in age from eighteen to fifty years; they are generally qualified for their stations.

RALPH V. QUICK.

PRINCETON TOWNSHIP.

In addition to my statistical report, I deem it necessary to say but little. You will be pleased to learn that the cause of education seems to be growing more and more important in the estimation of the inhabitants of Princeton township. At the last annual town meeting, a sum of money, equal to one dollar for every child capable of attending school, was voted to be raised by tax. I have no reason to believe that our people will not do all that the cause demands, so far as raising money is concerned. The principal number of children, and the principal amount of money raised and distributed, are embraced within one district (number 6) of the township. That district embraces the greater part of the borough of Princeton.

A very small portion of the children of this district attend the public district school. There are many other schools—some for girls, some for boys, some mixed. Some of these schools are under the control of religious denominations, and are generally called parochial schools.

When I assumed the office of town superintendent, I found that my predecessors, who were educated and highly respectable men, had been in the habit of distributing the public money among these church schools proportionably with the public schools, and that such distribution appeared to be not only acquiesced in, but preferred by the inhabitants. The friends and patrons of the several parochial schools united in voting a tax at the town meeting, as before mentioned, with the expectation, as I am assured and believe, that those schools should receive their proportion of the school money, according to the mode of distribution hitherto adopted.

I have been somewhat embarrassed in ascertaining my duty in distributing the public money. The construction

given to the 12th section of the school law, by the Attorney General and by the State Superintendent, restricting the provisions of that section to the society of Friends and to those schools which were organized prior to the passage of the act of 1846, seems not to be acquiesced in by the friends of parochial schools.

As the number of those friendly to such schools within district number 6 is large, and as they, by reason of their number, as well as their influence, are entitled to a respectful consideration, I feel it to be my duty to make mention of them in this report, hoping that the legislature will do what you have heretofore asked to be done, namely, declare definitely what is the meaning of the said 12th section, so as to save the expense and avoid the evils of resorting to courts of law to attain that object, and relieve town superintendents from this source of embarrassment.

I do not know that I can better present the points of difference growing out of the 12th section of the school law, than by stating the several positions assumed by the friends and patrons of parochial schools, when urging their claim to a share of the school money, which are briefly the following :

1. That the society of Friends is not the only religious denomination whose church discipline provides for the establishment of schools and election of trustees.

2. Such being the case, it is both unequal and unjust to deny the benefits of the 12th section to other denominations, while they are granted to the society of Friends.

3. That it is contrary to the spirit and reason of the law to limit the provisions of said section to those schools that were organized prior to the act of 1846 ; and that the principle of construction, as laid down by our supreme court in parallel cases, as found in *The State v. Stites*, 1 *Green* 176, and *Perrine v. Farr*, 1 *Zabriskie* 364, if applied to this section, will not favour, but forbid such restriction.

4. That our legislature, in inserting this 12th section in the law of 1837, and again in the law of 1846, have manifested a favorable consideration for schools organized under

the supervision of religious denominations ; and that, without some such provision in favor of church schools, the present system of common schools would probably never have been adopted.

5. That when, in furtherance of the cause of education, a community, or a portion of a community, prefer to send their children to those primary schools which are under the supervision of their church, the patrons of such schools ought not to be denied their just quota of public school money ; on the contrary, such denial, especially to citizens who are taxed to raise such school money, is a flagrant act of injustice, and manifestly tends to hinder the permanent prosperity of the present school system.

6. That while the patrons of parochial schools claim their proportion of the public money, and prefer such schools for the sake of religious instruction, which in some cases are excluded from the state schools, they do not desire to wage war against the schools under the control of the state ; on the contrary, they would leave the people free to send their children to schools organized by the church or by the state, as circumstances might render advisable, so that both the friends of parochial and of common schools may help forward the cause of education without conflict, both contributing and both receiving their just proportion of the public school money.

7. That the legislature ought to remove from the statute any indefinite or ambiguous terms which lead to different constructions and ministrations of the law in different places, and ought to enlarge, rather than restrict the rights of conscience in promoting the cause of education.

8. That the foregoing view of the subject is not sectarian ; on the contrary, the law, as restricted to the single denomination of the Friends, becomes sectarian, partial, and unequal. We claim equality among all denominations. The Methodists, the Episcopalians, the Presbyterians, the Baptists, the Catholics, and all other religious denominations, are entitled to equal privileges and equal rights of conscience with the Friends ; and the latter sect do not desire to have it otherwise.

9. That there is no incompatibility between these two classes of schools, *viz.* those organized under churches and those organized as common schools. Both may flourish together in the same neighborhood, or in different neighborhoods. The whole population will enter upon the cause of education; some under the one form, and some under the other, and thereby more money will be contributed, more children will be at school, and a more cordial support will be insured to the system of primary education throughout our state.

I desire to add only one word more to this report. In section 7th of the act of 1851, the schools in the several districts are required to be maintained as free schools. Some doubts are entertained whether the schools of religious denominations, established under the 12th section of the act of 1846, are not also required to be free. I think this matter should be cleared of all doubt.

O. H. BARTINE.

TRENTON TOWNSHIP.

From the statement herewith sent, it will be perceived that less than one-third of the children of this city have attended the public schools; nearly as many again would attend, but for the want of room. We have two academies, both constructed of brick, one containing eight rooms and the other four rooms; they were built expressly for public schools. We rent two other rooms, which are intended for primary rooms, and have one other room for the colored children; each room will average about sixty-five scholars. Great care has been taken for the selection of proper locations and other conveniences. We have two male, and thirteen female teachers, all every way competent, and manifest by their strict attention a great degree of interest in behalf of the pupils under their charge. We have recently been deprived of a very estimable teacher (Miss Mitchell) who was removed by death, after a short illness; with that exception, a good degree of health has prevailed throughout. The aca-

demy, in first ward, has received a valuable present, during the past summer, from our late worthy town superintendent (Doctor Skelton) of a well selected library of 200 volumes of choice works, which is highly appreciated. Additions are continually being made thereto by the pupils, and no doubt ere long it will prove a great benefit to the schools. Great care has been taken for the comfort and convenience of the schools; frequent visits have proven beneficial. A small addition to our funds would afford ample means to school all those who might apply for admission; and I would suggest the propriety of your recommending the legislature to have the law amended in such a manner that every tax payer shall contribute something towards the support of the schools; by which means, in order to make them free, they may be carried on without resorting to a levy, which I very much fear will have to be made, and without which many children will be deprived of admission.

I would here state, that I think the ages for admission should be changed, so as to read from 6 or 7 to 18, instead of 5 to 18 years. Several years' experience with the government of public schools leads me to believe, as it must every candid mind, that five years of age is too young. Another amendment I would suggest, namely, that the several town superintendents make out and transmit, semi-annually, on the first of April and October, to the State Superintendent a report. By having their accounts balanced at such periods, it will prove very beneficial, and enable their successors (who are almost annually being changed) to make up their reports without any difficulty. I mention the above dates because, on or about the first of April, the town superintendents and teachers are to report and have their accounts settled with the several township committees, and by the first of October they will either have or know the receipts for the year. Much improvement yet remains to be made in our public schools; and it is to be hoped, that through the multiplicity of suggestions offered, that some simple mode may be discovered that will remedy the evils that now exist in many of them.

AB'M R. HARRIS.

MIDDLESEX COUNTY.

NORTH BRUNSWICK TOWNSHIP.

The statement sent fails entirely to exhibit the real amount of moneys that will be raised and applied to school purposes this year in the township of North Brunswick. Nor does the statement for last year (1850), in your annual report, exhibit the truth in this respect. There was \$1307.82 applied last year, instead of "\$653.91." Not less than \$6000 will be devoted to the great and good cause this year in this township. At our last town meeting (April 1851), a tax of \$3 for every scholar reported in 1850 was ordered, which, if collected, would amount to \$7320. The allotment to this township for 1851, from the state fund, is \$1409.38; so that if there was no loss upon the township tax, the whole available amount would be \$8729.38. By this you will observe that I make a large allowance for loss when I speak of \$6000.

Here is a difficulty. You are misled, and if it occurs generally throughout the state, the legislature has but slim knowledge of the condition of its school finances. The cause seems this—the township tax is not fully due, and therefore not collected before the 20th or 22d of December, while the town superintendent's report must be made by the 15th of December. The law requires that he shall read his report to the State Superintendent at the "next annual town meeting." But, to give a fair and true account of school affairs, he must then (under present circumstances) read a very different report. Again, his four visits to the districts are now made within eight months, to meet the demand of the law on the 15th of December. How, then, does he represent in his report the remaining four months, save by anticipation? To remove these difficulties, it seems to me that a year should intervene. The report I now make should be made December 15, 1852. I act upon precedents. There may be others

elsewhere; I do not see how ours can be exactly right. The 1st district (North Brunswick) has become incorporated under the law of last winter, under the name "the North Brunswick Public School." At a district meeting, duly called and numerously attended, the trustees were ordered to appropriate the whole apportionment that would fall to us to the erection of a building for a public free school (reserving a sufficient amount for the immediate need of a school near the steamboat landing), and authorized them also to borrow \$2000, should it be necessary. As usual, the brunt of work has fallen upon me. However, we have secured a good plan, completed the drawings and specifications, and made contracts for a building 40 by 80, and three stories high, to be finished by the 1st of July next. This, when in operation, will materially affect the school statistics of North Brunswick. That point of the law which requires moneys to be paid "to free schools in which scholars are taught free of charge" has been insisted upon, and I am happy to say carefully obeyed. The result is an addition already of nearly 300 scholars to the list of those who have been taught. In some cases among the country schools the number of scholars has nearly doubled. The perfect result will only be seen when the school in this city shall have been fully organized. The experiment of a free school law is not yet complete in New Jersey; its workings, so far as can be seen yet in this township, seem to point to the fact that \$3 per scholar is a sufficient township *township* tax, and if the state fund could by any means be made to equal it, or even to approach it, the success of a free school system in our state would be complete. The amount of \$344,166 for a state to appropriate to schools, will hardly be considered at this day extravagant; yet, if our legislators had the funds, I doubt whether they would dare to make such an appropriation. I would, in conclusion, respectfully call your attention to the difficulty first referred to, arising from the fact, that the school year and the *financial* year do not correspond in this township, and probably in many other townships throughout the state. I find, upon looking back for three or four years, that the same mis-

representation (certainly no fault of yours) has occurred as regards the amount of money raised and applied. Only the apportionment to this township of the state fund is exhibited. If this is all that is required, the present arrangement is good enough. Is this sufficient?

DAVID BISHOP.

PERTH AMBOY TOWNSHIP.

It would afford me much pleasure to enter into the question of general education in New Jersey, to show the advantages of her free schools, and mark their direct influence upon the happiness and prosperity of succeeding generations. But this course, generally adopted by town superintendents, would not only be an unmerciful tax upon your time and patience, but tend to swell your state report to an immense size. As the official guardian of the state schools, it will be your especial care, doubtless, to direct attention to a higher standard of mental culture, and to assist in maturing, by every prudent and lawful means, the system of free schools, so recently commenced among us. In the prosecution of this noble object, permit me to wish you the greatest success, that it may be said that our schools are equal, if not superior to any in the Union.

It becomes my duty to confine my remarks in this annual exhibit to the condition and wants of the school under my supervision. This school, I am happy to say, presents a gradual increase of attendance during the past year, but still it is not as great as could be desired; for out of five hundred and sixty-five, between the age of 5 and 18, there are only two hundred and thirty in average per quarter. This number ought to be greatly augmented, as there are multitudes of children in our midst attending no schools but those of vice, living in habitual idleness, and growing up in almost profound ignorance. The number just entering upon the duties of practical life who can scarcely read or write, I am not prepared to report; but I am satisfied, from observation, that

the number is very considerable. The responsibility of this state of things must rest somewhere. While it is the natural right of every child to be educated, and the right of every citizen to see that it is accomplished, and while the means of acquiring knowledge are within the reach of all, no parent or guardian can legitimately deprive his child of this inheritance. The natural talent or capacity to acquire the elements of education is not confined to any class in society, Providence has diffused this gift with unsparing hand among all; and there is no doubt but that many who habitually absent themselves from the school, for various causes, might be eminently successful in life, and raised to honor, respectability, and reward. It is a sin of no small magnitude for parents and guardians to keep their children from the school for trivial causes; to allow them to remain at home to earn a few shillings; to run the streets and frequent shops and oyster houses; to congregate on the docks and open fields, and to indulge in loose habits, ending in profligacy and ruin.

Some internal improvements were made last spring in the old court house for the comfort and convenience of the younger portion of the school. An effort was made at the last township meeting to divide the district, but it failed. The intention was to have built or purchased a house on the newly formed district. As the township is quite small, I would not advocate the division at present, but would take this occasion to recommend the erection of a new building in the most central part of the city, of sufficient dimensions and convenience for the accommodation of the whole district. The present house is entirely too antiquated and inconvenient for the times. I would suggest that this new edifice contain three sections, primary, middle, and academic. Let each division be subdivided into two grades, according to the advancement of the pupils, and all under the eye and instruction of the appropriate teacher. Such an arrangement would have the advantages of a more thorough classification of study, and more strict attention to the mental and moral discipline of the school. Let unity of feeling and harmony of action prevail, and such an enterprise might soon be accomplished.

The teachers of the school, four in number, as far as I have been able to discover, have faithfully attended to the instruction of the children committed to their charge. The pupils have been publicly examined, in the presence of the superintendent and visitors, in the several departments of study with great satisfaction. The blackboard exercises are freely used, and every branch of education taught is illustrated, and every scholar made to demonstrate knowledge as it is acquired. A new set of maps are much needed for the benefit of those whose attention is turned to the study of geography.

There are some fifteen or twenty children of color in this district. An effort was made, but without success, to benefit them by our free school system. Part of the public money of right belongs to them, and they should not in justice be deprived of it. I trust in future some means will be devised to extend to them the advantages of a common school education. I am happy to add, that while they are not found in our free school, some attention is given to their education on the sabbath day. A sunday school has been established at Combination Hall, where an average number of 35 colored children are regularly taught.

JACOB P. FORT.

PISCATAWAY TOWNSHIP.

I herein forward to you the returns of the schools in Piscataway township for the present year. There are in this township twelve districts and two parts of districts. Returns were punctually made by the trustees from all of them; and in the most of them schools have been taught by competent teachers during the year, and in two of them they have had school best part of the year. They are building new school houses, under the late statute, that will be an honor to the district; they are to cost five hundred dollars each, built of wood, in the Gothic style of architecture, and finished in a workmanlike manner. Although some complain of the heavy taxes, yet it will add to the value of their property all it will

cost them, besides the convenience of having a good and respectable school house. It is true that in some places there are school houses that the farmers would not use for stables; and yet, with all their wealth, they are willing to send their children there to obtain an education, exposed to the dampness of the storm and the severity of the cold.

The most of the school houses in this townsnip (when those two are complete) are respectable and comfortable. In the village of Newmarket, for eight months in the year, we have two schools, one male, and one female, the house having two apartments for that purpose. Since April last, eleven teachers have been examined; they are all of them yet teaching the same schools, except two. The schools at present are well attended, and all in operation but one, where they are building a new house. It is my universal practice to visit each school at least once each quarter, to examine the school, and deliver at the close a short lecture. I find it to be beneficial, both to the teacher and the pupils.

There ought to be some means devised by which more of our own citizens might be induced to prepare for school teaching. Those who come among us from a distance may be well qualified; but they are not initiated into our habits and customs, and some of them come but for a season, so that by the time they get adapted to the people they leave; those who stay make the best of teachers. If some measures could be devised to encourage those of our own citizens, I think it would be for the good of education among us and throughout the state.

WALTER B. GILLET.

SOUTH BRUNSWICK TOWNSHIP.

In relation to our public schools, I would state that great improvement is being made. Since the establishing the present law, parents, teachers and children, and philanthropists, all, with a few exceptions, feel encouraged, that under the present law much good will be promoted. From my own ob-

servation, a new aspect of things has already taken place. Competent teachers are obtained, new school houses have been erected, old ones repaired, proper books are selected for the wants of the schools, and every thing bids fair for New Jersey's schools to rise to the elevation of those in the eastern states. Had I time to spare, I would enter more largely into the subject of our public schools, but the afflictions of my family are such as to forbid my spending only a few moments more.

I look upon the education of the rising generation as one of the most important concerns of the republic; and as the public schools of the United States are at this time giving a greater influence than the pulpit and press, I would recommend that our legislators continue to think and act upon this all important subject till every parent be compelled to think more of the cultivation of the minds of their children than upon matter. It is by public schools that the blessings of those who struggled in the cause of our country's independence have been transmitted; to them, and them alone. In them our Washington, Franklin, and Sherman received their wisdom, knowledge, and judgment.

I am sorry to say we have those around us that do not feel friendly to these institutions. They are denominated parochial men, who want to submerge our public institutions under their control, or take away, if possible, the means of their prosperity, and apply it to their selfish purposes. But Heaven forbid it; the legislators of New Jersey forbid such a scheme; when church and state unite, desolation and destruction will inevitably follow, if history be true.

They have already gotten up a petition, to go before the legislature, praying that the law be repealed in relation to the appointment of superintendents of each township, so that they can become accessible to the money that supports these schools, and appropriate it to an unlawful purpose, as thousands of dollars were under the old law. But such schemes must be vetoed in the bud. Please see to this important matter.

I. I. BULKLEY.

WOODBIDGE TOWNSHIP.

There were originally eighteen districts in this township; 5 and 6 have been united, also 11 and 12, and a school for colored children formed in Rahway, receiving by law the public money in proportion to the number of children.

In answering how many children have attended school a less time than four months, eight months, &c., I remark, that as two quarters only have been taught, the number in attendance averaged 620 for each quarter; which number, taken from the whole number in the township, would leave 1062 as the number not attending school. But there are three private schools in the township, which take a number not less than seventy-five children, residents of the township. There is also now a much larger number attending school than in the summer, at least one-third more. Our township voted to raise by tax two dollars per name, according to the enumeration of last year, which will be \$2846, which has not yet been received.

Eight of the teachers through the summer were females, of ages from eighteen to twenty-five, whose qualifications and capacity for teaching were equal, as a whole, to the male teachers, two of them having taught the same school four and five years, summer and winter, and a third the same school three successive summers. There will be but one school under the direction of a female during the winter, although two of the schools, *viz.* Rahway and Woodbridge, have female assistants. Several of the male teachers are experienced, as such, having made teaching a profession from choice, one of them having taught the same school more than thirty years.

Compensation to teachers varies from \$40 to \$100 per quarter, paid by the public money, as far as it goes, and then made up by the parents, at the rate of \$2 per quarter.

Course and extent of study.—Under this head is included all the studies usually taught in schools, from the alphabet to English grammar, geography, history, surveying, book-keeping, and in one school a class of Latin scholars. The school

houses are all in good repair; their internal arrangement however, with two exceptions, being the same as they have been for ages.

ELLIS B. FREEMAN.

MONMOUTH COUNTY.

ATLANTIC TOWNSHIP.

District number 4 includes only the domain of an industrial association, the North American Phalanx. The school is free to its members, and the expense thereof is paid out of the common funds of the institution. No record of daily attendance at the school is kept, therefore the average attendance is not known.

The amount of school money received by this township from the board of chosen freeholders for the current year, and paid over to the late superintendent and myself, is \$194.61, being \$31.54 less than was received from that source last year. The amount voted at the last town meeting for the support of schools is \$500, making altogether \$994.61.

Male teachers are at present exclusively employed; and the schools have been kept open during the year, except in one instance, where a teacher unexpectedly left his school, and some weeks elapsed before the trustees were able to supply his place.

There seems to be an increasing interest manifested in the cause of popular education; efficient and thorough teachers are in most cases employed, and I trust a marked improvement will soon be perceptible in our schools. Considerable attention is given in this vicinity to the subject of free schools, and the friends of that measure are evidently increasing in number and influence.

The North American Phalanx is a joint stock concern,

possessing a large amount of taxable property in this township, with numerous stockholders, resident in various parts of the county. This institution, as before stated, sustains a free school for its own members, and it is believed that the officers and resident members thereof would support any well considered plan for making all our public schools entirely free. I know of one other free school, in a neighboring township, where the inhabitants of the district have raised, by voluntary subscription, an amount of money sufficient to make their school free.

N. R. FRENCH.

HOWELL TOWNSHIP.

Our township, in 1847, comprised twenty-one schools; in 1850, by the creation of a new township, the number was reduced to fourteen whole, and two parts of districts; in 1851, by a further subdivision, our number dwindled to nine whole, and one part.

At the solicitation of several residents of the western section of Lower Squankum, made in 1849, and reported at intervals, we hesitatingly consented to form a new district last spring, in a thinly settled country, numbering but 31 children, the trustees of which have no house, but promise soon to build. As a consequence, the children of that district have not attended schools this year. All the other schools have been open—three the whole year, two three quarters, the rest shorter terms. Four of our schools have been very well taught, the teachers being greatly attached to their profession. Our teachers are all of a superior stamp, compared with those of former years. Not designing to reflect upon, but stimulate others, in justice to merit, I again make special allusion to the school of Upper Squankum, taught by a native of this place with persevering and judicious industry, producing some excellent and critical scholars. May I particularize? Here are two dictionary classes, containing in all 36 pupils, each critical in orthography, accent, and defini-

tion, so far as they have studied, giving the definitions *verbatim*.

The-reading exercises comprise clearness, distinctness, and audibleness, properties seldom found, and most difficult to produce, as all teachers know. In brief, every "branch is taught in a finished manner, affording great pleasure to the superintendent and other visitors, who sometimes amount to twenty. The school at Lower Squankum is also, through the diligence and faithfulness of the teacher, who is also a native of the place, fast growing into excellence. Two others are entitled to high commendation. There have been five teachers licensed during the year. Although our teachers are competent persons, yet there is a deficiency in their number. I am impressed with the belief that well instructed influential teachers would do much to promote the advancement of common school education by enlisting the attention of parents, and securing their visits to the schools, and thus making them acquainted with the state of education in their districts.

By the assistance of some of my young friends, the teachers, who have willingly coöperated with us in making preparations for interesting visits, and inviting the inhabitants, we have succeeded in a few, alas! too few of the schools, in getting up an interest sufficient to induce parents to attend; but unfortunately, though personally and solicitously invited, many appear to find business better adapted to their taste than this—this which has done more in a few schools to advance education than all other appliances. Too much cannot be said in favor of such visits, but our limits require us to leave the subject.

A few of our schools have been taught free part of the time; none have been incorporated. We have raised for school purposes, by township tax, five hundred dollars, without opposition, all appearing pleased with the sum.

It is possible that some of the districts may incorporate next year, as schools entirely free are demanded. The impression here is, that the state should take the matter in hand, and raise a fund sufficient for the purpose, rather than

leave the subject to the uncertainties incident to the action of a town meeting.

It is seen that there are various influences brought to bear unfavorably upon that part of the law authorizing the incorporation of districts, all of which might be avoided by the state performing its own legitimate business, and providing the long clamored for desideratum, "a system of free education."

JOHN B. WILLIAMS.

MIDDLETOWN TOWNSHIP.

In general the schools are in a prosperous condition. Two or three districts, rather given to change, have gone through their usual mutations, and have suffered, at least, some of the evils incident to "heaping to themselves teachers." The summer and winter sliding-scale arrangement, of male teachers for the latter, and female teachers for the former season, has been adopted by some of our schools; a custom which, though sanctioned by New England usage, must ever oppose a formidable barrier to the high attainment and standing of the schools adopting it. No school changing its teacher every few months has ever yet come to be much distinguished for scholarship. Schools unstable as water can no more excel than individuals.

As far as my observation extends, our schools have but little difficulty in obtaining good teachers. The difficulty lies not so much in the disposition of the teacher to change, as in the indisposition of the employer to pay. In several cases, of recent occurrence, schools in full tide of prosperity have been left vacant because a demand for a small and reasonable advance on salary has been refused. There are still a few of the influential among us, who hold that the compensation of a well qualified instructor and of an ordinary laborer should be the same; that mind and muscle, brain and bone, should bring the same price in market. The only conceivable remedy for this evil is the free school system, sup-

ported by a fund created by a general tax or by the entire revenues of the state. The existing law, leaving it optional with townships and districts to make their schools free or not, must, so long as men love money, be the occasion of much local strife and division. Could the voice of this township be heard by our legislature, it would be not for a law less liberal in its provision for education, but for one which, in its operation, would be less liable to produce parties and party strife.

A. C. MILLSPAUGH.

MILLSTONE TOWNSHIP.

The return of the number of scholars is agreeable to the return of the trustees of the several school districts in April, as the number of scholars between the ages of 5 and 18 years. From the returns of teachers, an accurate statement could not be made of the number of children who attended school less than four, eight, or twelve months. But, as all the schools have been frequently visited, an estimate is made, in addition to the correct returns received and entered as above, and the whole report is made to correspond with the opening of the schools in the spring, and ending the 20th December, instant. There is a manifest increasing interest awakened in this township, in relation to a more thorough mode of educating the children. In one district a new school house has been built in a neat and suitable manner, with much credit to the inhabitants of the district. A teachers' association has been formed in the township, for mutual improvement in a systematic and thorough mode of teaching, as well as for the free discussion of various subjects upon education, and to increase an interest in the minds of parents, teachers, and children of the importance of these indispensable subjects. And it is hoped that the legislature of this state will mature and take effective measures to provide, and more thoroughly to establish and promote the free school system; and also to introduce and encourage a good

system of normal schools, so that efficient and capable teachers may be trained and prepared to take the place of unqualified teachers, and supply our districts with professional men capable of answering the wants of the community in this respect.

With few exceptions the teachers have been successful in their profession, by a thorough and careful attention to the primary studies, as well as in the more advanced studies of their pupils, besides applying the rules and principles of the several branches of study to common use, and in some instances by following up with suitable illustrations and familiar inquiries their course of study, so as to awaken interest, secure a love of study, and establish a permanent habit of thought, and hence suitably to discipline the minds of the pupils for future usefulness. In district 3, three different teachers have been employed. The opening of the school in the spring was by Mr. Gubby, and the term closed at the end of two months. Mr. Nathaniel Cothren succeeded him by a very successful term of eight weeks, and the school was continued, and is still in operation, about four months in addition by Mr. Charles Cothren, with great and persevering labor, and with corresponding success, together with the entire satisfaction of the trustees and parents, being assisted by monitors. The school house is a beautiful two story building, suitably furnished, in addition to the things for comfort and convenience, with a full set of outline, Bidwell's hemisphere, and other maps and globes, and is situated, remote from noise, business, or bustle, directly by a delightful grove, furnishing ample play ground, near the Presbyterian church and out buildings, both for school and other purposes, being a place calculated to inspire sensations of delight and pleasure, which are most desirable to make a school prosperous and happy. Other districts have good school houses, suitably furnished and pleasantly situated, and the inhabitants are reaping rich rewards for their interest and expense, while some other houses are bad; and we confidently hope the rising views of general education and improvement will reach and remedy the present lamentable evils.

RARITAN TOWNSHIP.

In connection with the statistical report, permit me to submit the following remarks:

The schools in this township (with some few exceptions) have had efficient teachers during the time they have been kept open. In some instances we have been under the necessity of licensing teachers of limited acquirements, to accommodate districts that thought they had not the ability to employ a well qualified teacher (for good teachers always demand, and command good salaries). The books used are the same as last year, with some few exceptions. In the examination of teachers, I have generally preferred the school room for the place of examination, as experience has taught me that a man or woman may be possessed of good literary attainments, and yet not well qualified to govern and impart. Several of the schools in this township are in a flourishing condition; in these the progress of the pupils is perceptible; others are in a low state, owing, in a great measure, to a lack of educational zeal on the part of the people of the district in which they are located. There is evidently a necessity of holding out greater pecuniary rewards, in order to induce teachers of genius and talent to enter the field of common school labor; but it is feared that such inducements will never be held out till the community are aroused on this important subject, and so interested as to demand the very best instructions for their children, whatever may be the cost. There has, as you are aware, been a very unpleasant state of affairs in some of the school districts in this township, growing out of the workings of the present school law. I forbear comment, knowing that you are acquainted with nearly all the circumstances.

Geo. W. Bell.

SHREWSBURY TOWNSHIP.

As I have just received your instructions in regard to superintendents' reports concerning schools, I was unable heretofore to conform to your request in relation to said schools. Before sending my former report to you, I inquired of our county collector for your instructions. He said that he had received none from you. I have just received one accidentally.

The schools in this township I consider in a good and healthy condition. Teachers of sufficient qualifications have been employed, and their mode of teaching, as adopted, I consider well calculated to advance the pupils therein, and to fasten on them an earnest for improvement; and the method of government and discipline I consider, from my observation, as well calculated for the interest of the schools. The school houses are all in good condition, being all frame buildings except one, which is kept in the basement of a brick building. All have but one room, except one building at Shrewsbury town, which has two rooms, but only one thereof is occupied. All the school houses however, except one at Red Bank, have an outside recess, wherein to place the hats, and caps, and coats of the pupils. No school house, as I observed, is in a bad or decaying condition; each one has a play ground attached thereto. All, however, are not enclosed by a fence. I have made at least thirty visits to the schools, and examined them during my term of office. No one of the trustees, as I am aware of, has visited the schools.

The interest manifested generally by the inhabitants is now much greater than formerly. The state money or town tax money will reduce their liability for paying for their children's tuition.

R. ALLEN.

WALL TOWNSHIP.

I have given you as correct a report as circumstances would permit. I have found some difficulty in procuring competent teachers, and still more difficulty to get the parents to appreciate the necessity of good schools.

I have examined nine teachers, three females and six males, and given certificates of license to eight teachers. At present all our schools are open, and are in a healthy and progressive state. We also have a parochial school at Squan village, under the supervision of the Presbyterian denomination of christians. This district, comprising 153 scholars, about 40 of which are desirous of attending the select, or parochial school, the parents have petitioned me for their portion of the public funds. I have declined paying them any portion, not feeling myself justifiable according to law. If they can draw their school funds, which is just and right, the State Superintendent will so inform me.

I have issued a proclamation to all the schools in this township, and requested them to assemble in the church at Squan village on the 1st day of January, 1852, at which time and place the State Superintendent is respectfully solicited to attend, and examine our schools *en masse*.

R. LAIRD.

MORRIS COUNTY.

CHATHAM TOWNSHIP.

I regret the necessity that compels me to leave some blanks in the above report, but I have found it impracticable to give the necessary information with any degree of accuracy, and do not feel justified in reporting on conjecture.

As to the application of the school money to the maintenance of free schools, according to section 7th of the supplement to the school law, with others, we had our fears as to its results, presuming that it might greatly increase our schools during its application, but afterwards be unable to sustain them; but the result has been otherwise, as far as the law has been carried out, trustees differing in opinion as to the construction of the law. My directions were to apply one half on the summer, the other on the winter, to the support of free schools.

All of our schools have been open the whole year, with two exceptions, those nine months each. For the most we have been able to secure competent teachers, all of whom on examination received license—twelve males and two females.

There is manifestly an increasing interest in the subject of education in our township. At our last town meeting, \$1.50 per scholar was voted to be raised by taxation for our schools, amounting to \$969, being an increase of \$480 over any previous year. The trustees of some of the districts have met with me on my quarterly visits; but I regret to say there is a very great neglect of this imperative duty of every trustee, and more particularly of parents, visiting their schools. We have more uniformity of books than formerly, and the selection better.

. District number 3 (Madison Academy).—This school is divided into a male and female department, both of which have a large attendance and are under competent teachers. There is also a Catholic school taught in the basement of their church, of some forty or fifty scholars, which considerably lessens our report of the number taught. On the whole, we have reasons for encouragement, and trust the time is not far distant when we shall enjoy the blessings of free schools.

BENJAMIN M. FELCH.

HANOVER TOWNSHIP.

At our last town meeting, one dollar for every child between the legitimate ages was ordered to be raised by tax

for the support of schools. This we thought was a sum sufficiently large to begin with, and which will amount to more than one thousand dollars. It was also thought more politic to commence with an amount that might hereafter be increased, than with one that might create dissatisfaction, and thereby render it liable to a decrease. By this means I am in hopes we will approximate gradually to that state of things when knowledge will be dispensed gratuitously throughout the land.

I have long been fully convinced that a general diffusion of proper information among the people can be accomplished only through the instrumentality of free schools; and I am sustained in this conviction by my experience during the past season.

Although the old system of applying the public money to the partial discharge of school bills, in many instances could not be avoided, inasmuch as the money was insufficient in such cases to maintain a school entirely free, except during a small portion of the year, yet in some few populous districts, where they could keep a school free for six or eight months of the year, the advantages of the free system were plainly to be perceived. Under these circumstances, a greater number of pupils presented themselves; their attendance was more regular, and their deportment more deserving of commendation. I have also observed, when no payment is exacted for tuition, that, whenever the school shall have been closed for a time, the children are always particularly prompt in their attendance upon the reöpening of the school. On the other hand, when some payment is required, however small it may be, a very slender attendance of scholars is at first seen; and this attendance shows hardly a perceptible increase, sometimes for weeks.

Children are not sent to school upon the first opportunity, because parents procrastinate: and though by that means they knowingly waste the precious time of their children, yet they console themselves with the idea that they are at least saving some money by the operation. When no money,

however, shall be required for education, they will be influenced by this consolation no longer.

JOHN A. BLEECKER.

MENDHAM TOWNSHIP.

In sending the above report, I am sorry that I am obliged to state that it cannot be relied on as an exact statement as far as regards the attendance, as from some districts I have received no reports, and from others only a part of the year. To obviate this difficulty, I would recommend to the trustees of the several districts to require of their teachers a statement of the names of the scholars and the average attendance before giving them an order for the school fund: this would enable the superintendent to make out a reliable statement. The interest in the cause of education, I may safely say, is on the increase, if an improvement in public opinion respecting the condition of our school rooms may be taken as a criterion, as most of them have been remodeled, and our district has succeeded in erecting a school house worthy of the name, in which neatness, comfort, and convenience have received proper attention (pleasantly contrasting with some of the relics of by-gone days, in the building of which economy appears to have been the leading idea,) and which does credit to the enterprise and liberality of the district and an honor to the township, and which we hope is but the harbinger of what may be expected in relation to our schools, when there shall be a laudable emulation among our different districts, not only who shall have the model school room, but the model school.

We have still to complain of a scarcity of teachers, but are gratified that the demand generally is for good competent teachers; but are sorry that in some instances strangers have been permitted to take charge of schools for some length of time previous to examination, in which cases the object of a license, it would appear, would be to receive the benefit of the school fund, and not to ascertain the qualifications of the

teacher, (which fault may possibly originate from the construction put on the present law, that the trustees have power to license). The principal object of a license, if we rightly understand, being to prevent, as far as possible, the public from being imposed upon by strangers coming among us in search of schools, who are themselves ignorant of the first principles of an English education.

MELANCTON THOMPSON.

MORRIS TOWNSHIP.

I can with pleasure report that we are making some progress in the cause of education. The interior of four of our school houses has been essentially improved, either by the substitution of convenient benches for the old ones, by better ventilation, or by the enlargement of the room for study. Two entirely new buildings have been erected on the site of old ones; in one case a brick house, with cast iron supports for the seats, much to the credit of the district erecting it, and in the other a fine edifice, at the cost of \$1000, furnished with suitable seats, with several blackboards and sundry conveniences, and intending to secure apparatus and teachers worthy of its name, "the Franklin Institution."

Notwithstanding all the inducements yet offered by our public schools, it appears that only forty per cent. of the children residing within the districts attend. At this I am surprised, as the schools were a part of the time entirely free. It proves one of two things, either that all the poor children do not go when they might, or the schools are so poorly taught that the rich will not send to them, both of which should be corrected; the first, by making them wholly free, and then affixing a tax or penalty on those who do not avail themselves of the advantages so generously offered, thus compelling every child to go to some school; and the second, by so improving the schools that the rich shall be induced to patronise them in preference to select ones. But it need not be concealed that before this last is attained a mighty stride

must be taken; a spirit of liberality on the part of the trustees must be awakened, and teachers far superior to those generally employed must be secured.

We need only visit the public schools of other places, to see that ours are far behind the age. In one, in the city of Philadelphia, 500 lads are taught, and in a manner so superior that many of the richest parents are glad to have their children members of so good a school. Anatomy, to mention one branch only, is taught by one of the best professors, and anatomical preparations and transparencies are at hand to explain the subject in the best mode possible.

If our schools could be put on a similar footing, they would attract both the poor and the rich, and then we should not see sixty per cent. absenting themselves from the school, or patronising select ones, where, in addition to the regular civil tax, they voluntarily tax themselves for the benefit of their children. The truth is, sensible parents are quick to see that true economy consists in having the best of teachers and the best of schools.

The teachers employed here are generally well qualified for their stations; but the changes are too frequent for the good of the schools, and the difficulty of obtaining suitable persons creates the necessity of closing the schools too great a portion of each year. This demand suggests the propriety of establishing a normal school, in which teachers may be thoroughly trained. It would be, if properly managed, an unspeakable blessing to the state. What greater boon could be given to the youth of this sovereign state than one for each school, who is really capable of training them in the best way, and who is worthy of the honorable name of teacher?

There is, indeed, but one alternative, either let the schools be furnished with well qualified and suitable teachers, or let them be annihilated.

ALFRED CHESTER.

RANDOLPH TOWNSHIP.

The recent supplement to the school laws gave quite an impulse to the cause of education in our township. The people, at the town meeting, voted, almost unanimously, to raise by tax the whole amount authorized by the law. This enabled us at once to make a fair experiment of the free school system.

The result, thus far, has been very flattering. In several districts the attendance has been double of what it formerly was, and many children have been regular at school who never before attended, thus demonstrating that the price of tuition, though very low, was the cause of their previous absence; and showing further, that the poorest are not wholly indifferent to the value of education, when within their reach. If the present system can be continued for a sufficient length of time, no doubt the cause of education will begin to be appreciated. Since last spring several of our school houses have been repaired, some of them reseated, and globes and large maps have been introduced into them; but in this respect much still remains to be done in every district.

We think we already understand the importance of education; but, doubtless, there is no one thing so little understood. What is education? Education is wealth, power, influence, civilization, rational enjoyment, and whatever adds to the real value of human existence. Education changes the forest to the farm, the wigwam to the cottage and the villa, the canoe to the gallant ship and the splendid steamer, the footpath to the railroad, and the post to the telegraph. There are no limits to the progress of education. Industry can do much, but educated industry will in the course of a single generation change the whole face of society.

Should the free school system be continued in our township, without doubt a decided and gratifying improvement will be evident in every district.

B. C. MEGIE.

ROXBURY TOWNSHIP.

In submitting the above report for your examination, and comparing it with my reports of former years, you may observe that we are on the gaining hand in this township, in our financial matters as well as in some other respects. The extending of greater privileges to townships, in regard to the amount of moneys to be raised therein for school purposes, was responded to at our last town meeting by a vote of \$1500 for school purposes, rather than the sums of three and five hundred dollars, as in former years. Notwithstanding the advantages in this respect guarantied by the late school law, I consider it far from perfect. One imperfection I will name: districts embracing one hundred scholars and upwards, by their proportion of moneys from the state and township funds, are enabled to keep a free school throughout the year; whereas those numbering twenty-five scholars, and a less number than that, cannot maintain a free school during the whole year without paying an additional sum. In this case the popular law of equal taxation does not operate equally, but the inhabitants or supporters of the schools in the smaller districts must be (as they say) reassessed if the school is continued after the public fund is exhausted.

The most popular remedy will be for the legislature, at its approaching session, to pass a free school law that will be equal in its provisions, that all may enjoy equal advantages, and no excuse be hereafter rendered for ignorance. The result of the present unequal provision is this, as soon as the public fund is exhausted the schools are vacated. This custom is general, and much to be deplored. Notwithstanding this and other imperfections in the late school law, our schools are increasing in interest, and we have some districts at present wherein many branches are taught that five years since were entirely neglected. In connection with the ordinary elementary branches, we have philosophy, chemistry, geometry, and algebra, and an increased interest is manifest among employers, trustees, and teachers, the latter being

better qualified, and performing their duties with more assiduity and faithfulness.

Books of a proper character and Mitchell's outline maps have been introduced in most of the schools, and the reports of trustees and teachers, as well as my own observation, convince me that we are making good progress in the work of educational reform; and, with the aid of equal and liberal laws, we will soon be able to stand where some of our sister states now stand in the cause of education.

WILLIAM M. FORCE,

WASHINGTON TOWNSHIP.

Every school in the township is open at this time except one, which is closed for the want of a suitable building in which to keep a school. With regret, I must state the neglect of cleanliness in many of our school rooms; the walls want whitewashing and the floors scrubbing: I have urged it upon the attention of the trustees and teachers of those schools in which a regard for cleanliness has been neglected. I think, if the legislature would authorize the trustees of unincorporated districts to expend a small amount of the public money yearly, say two or three dollars for repairs, and cleaning school houses, it would be attended with good results for the health and comfort of the children. It appears to be asking too much of the trustees, who receive no compensation, to repair and clean school rooms, and then have to raise the money by voluntary subscription to pay some trifling expenses.

FREDERICK DELICKER.

OCEAN COUNTY.

PLUMSTED TOWNSHIP.

I am obliged to report, as I have on former occasions, as it regards the number taught, as our year ends in March. I therefore have to take last year's returns. There is no doubt the present returns will fall short of the real numbers. I doubt whether there has any over sixteen attended school as yet; the older ones will attend during the winter. As it regards how many have been to school four or eight months, I cannot say. Five districts have kept their schools open all the year; four schools are taught by males, and one by a female teacher, all well qualified. We are in difficulty on account of one district becoming incorporated, and refusing the employers any benefit from the fund, unless they come in their own district; and so long as districts persist in such a restriction, I can say, from experience, it will not work well in our section. I would therefore request that there should be something done that would give the employers the privilege of sending where it is most convenient, as it is impossible, under present circumstances, to make districts so that the employers will be equi-distant; besides, people do not all think alike as it regards teachers. On that account, I think it would be better that the employers should have the freedom of choice, and it would be the means of each district being careful in regard to the selection of teachers. While on the subject of teachers, I would make some remarks upon the license question. If it is necessary that teachers should have a license, I think it would be much better that the legislature should appoint such a person in each county who is qualified. The 3d section of the supplement to the act to establish public schools says, in case the freeholders neglect to appoint a board of examiners, then it shall be the duty of the town superintendent; which is nothing short of

making the appointment. If they can make the appointment in that way, why not make one for each county that is in every way qualified, and let the person wishing to become a teacher apply to such officer and get his license, and let that license pass at least for such county, if not for the state? This continual granting of licenses I think is useless, and so think a majority that pay any attention to the matter, at least in this section of country. If it is necessary that a teacher should be examined, it is equally necessary that the person to examine should be qualified for the office, which is not the case where the town superintendent has it to do; at least I speak for myself and my knowledge of others. I do not pretend to say that there is no exception. In conclusion, I think the trustees ought to be their own judges in regard to the qualification of their teachers; they are the ones that are personally interested. It is possible you may think what I have written useless, but I feel myself interested, and have a desire there might be something done to improve and give satisfaction to the people.

JAMES COWPERTHWAIT.

UNION TOWNSHIP.

The accompanying statistics present the statements required of me, as far as I have been able to collect them.

The condition of our schools is slowly but decidedly improving. The people manifest an increasing interest in their welfare, and could good public schools be established by a general state law, they would receive the assent of at least three-fourths of this community. The old school law met with little, if any approval, and the present, though deemed good in many particulars, is yet not what the majority of the people demand. There may be some here, as in other places, who are opposed to progress in education, who, though they profess to be friends to it in the abstract, yet oppose all practical measures for its general diffusion, and, in the general demand for free schools, deem we are going too fast and too

far ; yet I have sufficient reasons for believing, from town meeting votes upon the subject of schools, and from public opinion otherwise expressed, that three-fourths, or more, of the people of this township are in favor of public free schools. In cities, good schools may sometimes be supported by individual effort, but in the "rural districts" it seems to require the helping hand of legislative authority to insure.

The present system is decidedly defective, we have found by long experience, as regards teachers. Many of them come into the schools, and their capabilities and character are only to be judged fairly by trial. If unsuitable, they are discharged to make room for another stranger, perhaps equally incompetent. On the other hand, when a good teacher is procured, he finds the schools pay him not more than three months in a year, and he leaves because they cannot afford him a living. On the one hand, the people are not suited with the teacher, and on the other, the teacher is not suited with the people, at least as far as support goes. A good teacher cannot afford to labor in his avocation at the remuneration many of the schools furnish, and people begin to find that one cannot be had at half pay any sooner than can a proficient in any mechanical art be had at apprentice's wages. Hence it is sheer folly to expect capable men to take charge of our schools under the present system, where too often nothing like a fair living is afforded; and it must reasonably be expected that, until the laws are amended, incompetent men will continue to abound. In a teacher, perfection at fifteen or twenty dollars a month is hard to be had.

Furthermore, if teachers received their license and pay independent of those who send, it would frequently render them more free to act with justice at school with reference to discipline and attention to all placed under their charge. It is now frequently charged upon them that, from selfish motives, they favor some few under their charge, for fear of a withdrawal of patronage ; and that in cases where a teacher, in dealing with children, finds it "justice *versus* bread and butter," he too often decides in favor of the latter. Doubtless a teacher has too often such temptation to show

partiality, and such temptations by the law proposed would be removed. His salary should so be paid as to present no inducement to deviate from strict justice to all.

My own desire with reference to school laws is, to have state or county examiners to license teachers; to have them paid a fixed living salary out of public funds; to have the schools free to all between the ages of five and eighteen; and to compel the attendance, at least four months in a year, of all children between five and sixteen years of age; and in default, where such children are kept away from school more than eight months in a year, the parents or guardians to pay to the trustees at least as much for every day's absence as is now charged for every day's attendance, with power in the trustees to remit such fines in cases of sickness of children, &c.

It would be of vast benefit to our state, generally, if some stringent law could be enacted compelling parents or guardians to have all children confided to their care at least taught to read and write at home or at school—a law somewhat after the manner of some of the New England school laws upon this point.

The schools in this township have been visited the past year as often as thought advisable. The teachers have been found to be competent, with one or two exceptions; but the schools do not prosper as well as they should, from the fact that scarcely any of them stop more than a quarter or two, at most, in a place. The school houses in four districts are passable, as regards ventilation, light, and heat, but all are rather deficient in arrangement of desks and seats. In many cases old fashioned instruments of torture for children, in the way of benches, are yet to be found. But these defects, I trust, will soon be remedied. In one district there is no public school house, but measures are about being taken to have a convenient one built.

From visiting the schools the past year, I am convinced that, wherever it can be done, two teachers ought to be employed in each district—one to take charge of young children, and the other of children somewhat advanced; for, as

far as my knowledge goes, it is rare that a man who is indisputably a good teacher in the higher branches possesses also the necessary patience and tact of getting along well with young children. Competent female teachers for young scholars are preferable.

I find that much difficulty exists in all our schools, on account of the multiplicity of kinds of books used by the scholars. This matter is a source of much annoyance to both teacher and parent. If power existed with the trustees, or other suitable persons, to select such books as they deemed best, and purchase them at wholesale prices, and then let them either remain the property of the school or be sold to the scholars at cost, it would save much difficulty that now exists on account of the want of uniform text books, and be more likely to insure good ones at a much less cost than at present furnished to scholars.

EDWIN SALTERS.

PASSAIC COUNTY.

MANCHESTER TOWNSHIP.

Our statistics will show an increased attendance at our public school during the past year. The year preceding only about one-third of the children in the township were found in our public schools; now it will be seen that near one half of them attend. This, we think, is owing to the operation of the new law. The amount of money received from the state and raised by tax in the township is fourfold more than last year, and this has contributed to render the schooling so low that the attendance in most of the schools is large. Only one of the districts raised an amount additional to that apportioned to their use to render their school free. This is the

largest district in the township, and though two teachers have been employed occupying separate apartments, and the school has been so crowded during part of the season as to render it quite impossible for the children to make that improvement which we find in other districts where the numbers in attendance are less. The remedy for this seems to be a division of the district, especially if the school is to be continued free. There has been some dissatisfaction among the tax paying inhabitants, in consequence of the increase of tax arising from the school assessments. The burthen amongst us came upon a few. If we are to have free schools, let them be general throughout the state; nothing short of this will meet the general approbation of the people.

The schools, with one exception, have been kept open during the whole year. They have been regularly visited, and I have been pleased to see an evident improvement.

One new district has been formed, and a neat and convenient school house erected during the last year. Upon the whole, we think, the cause of education is advancing amongst us.

J. H. DURYEA.

SALEM COUNTY.

SALEM TOWNSHIP.

The public schools of this township are now believed to be in successful operation. Many children, who have heretofore been denied the benefits of a common education, are now enjoying the advantages of a system of instruction which its friends think will result in the mental and moral improvement of every town and neighborhood in which it is established. At the last report, the schools had been opened

only about three months. Since that time they have been in constant operation and well attended, upwards of six hundred children having been received. They are classified into primary, secondary, and grammar. During the summer vacation, the building occupied by the grammar and secondary school was enlarged and refitted in a substantial and convenient manner, and is now capable of accommodating about four hundred scholars.

The amount of money received by me since the beginning of the present fiscal year is \$1726; expended \$1500. A part of this includes some of the appropriation of last year. It is feared that the operations of the schools may be somewhat embarrassed the coming year for want of funds. The sum raised by the township is hardly sufficient to carry them on with that efficiency which is desirable, and it is hoped that something may soon be done by the inhabitants to remedy the matter, and place the schools on a secure foundation. In this place the public school system is decidedly growing in favor with the people, and it is trusted that they will resolve to sustain them, notwithstanding it may involve a trifling additional tax.

WILLIAM B. OTIS.

UPPER PITTSBORO TOWNSHIP.

To this report I add, that during the past year a considerable improvement in the character and condition of our schools generally, throughout the township, has been made; the interest manifested to procure teachers of good moral character and better qualified to impart instruction is beginning to occupy the minds of our people. It affords me much satisfaction that there is an increasing interest in the subject of education. I am happy to say that in some parts of our township the people are awaking up on this all important subject. It would give me much satisfaction if I could see the trustees and parents visit the schools quarterly, and exert a controlling influence over them; this, I am sorry to say,

is not attended to, except in two or three districts. The schools have all been frequently visited. I have endeavored to impart what information I could obtain, as to the best mode of instruction, by visiting some of the well regulated schools in an adjoining county. I hope the time will soon come when we shall see a great improvement in the schools throughout our township.

N. G. SWING.

SOMERSET COUNTY.

Report of County Examiner.

The undersigned, as one of the county examiners, respectfully reports to the State Superintendent of public schools in New Jersey the following statement of his labor. Up to the meeting of the board of freeholders, in May last, he was associated with the Rev. Dr. Messler in these duties; and since that time he has had no official assistance, but has been accompanied and aided by the Rev. R. K. Rodgers, of Boundbrook. Each township was visited in June, for the purpose of affording teachers a convenient opportunity of examination, and regular meetings have been held on the last Saturday in every month at Somerville. Since our last report, there have been examined and licensed for one year 56 male and 18 female teachers, one male for three months. Of these, 42 were relicensed; and of these it affords me great pleasure to say, that I have observed an increased degree of interest in their work, and of fitness for it. Of those who have been licensed for the first time, the majority were found better prepared than those of a similar class in former years. Some of the town superintendents have not attended upon the examinations, either in their own townships or at the monthly meetings.

I have forwarded to you a printed report of the proceed-

ings of a teachers' institute, held in Somerville during the week beginning November 3d. A good degree of interest was excited by the exercises of the institute, as was shown by the large number of spectators; and I am fully convinced they will make a lasting impression on the teachers present, and that our common schools will reap a rich reward. Every teacher went away highly gratified; and I doubt not, that if another institute is appointed for the county, it will be attended by a larger number.

In accordance with what I believe to be your wish, I submit to your consideration such views of school matters as have been suggested to my mind during the past year. The cause of common schools meets with increasing favor in Somerset county. I think this is evident from the number of new and greatly improved school houses which will be reported to you by the town superintendents, as well as from the increased demand for teachers of a higher grade, and a willingness to pay a larger compensation to those who are good. I count it one of the favorable omens that our teachers are becoming more permanent in their location. Reference to the eleventh page of the report, above referred to, will show this. The aggregate amount of money appropriated by the towns is largely increased over last year; but I greatly fear that the general apathy which has prevailed on this subject continues to a very great degree.

In relation to the examination of teachers, I would remark, that the necessity for such a measure is unquestioned in all those states where the cause of education has made any considerable progress; and it is one of the evils of our system, that it does not seem to take that question as settled: hence, in the law, county examiners may be appointed or not, and in many adjoining counties in the state they are not, and the examinations devolve upon the town superintendents. I would have this amended; let the statute prescribe one or the other, but let the same rule prevail in all. Much inconvenience results from the fact, that in adjoining townships of different counties different modes prevail, and of course as many different standards of qualification prevail as there happen to be townships: a county board would be likely to

secure a greater degree of uniformity in this respect. The small experience which has fallen to me, as town superintendent, strongly favors a county board; but let all the state be subjected to the same order in this respect.

A fruitful source of difficulty lies in the ambiguity of the law, which does not expressly say that the teacher must have a certificate before he enters the school. In a large proportion of cases the candidates have entered upon the duties of the school—some for a week, a month—two, and even five months, before any application was made for a licensure. In some cases the examination proved the candidate worthy of license; but was the license sought now to teach a school, or to entitle to public money? In one instance a teacher was examined and licensed for one year, and a second elapsed, and part of the third, before an application was made for a renewal. I could have had no hesitation in granting a license at the expiration of the first, for the teacher has really improved; but the license was now evidently sought only to entitle him to the public money, which by-the-bye he had been drawing during the second year upon the faith of the first year's license; and, as I supposed he could draw the balance in the same way, I declined to sign a license to teach.

In another case, a gentleman who seemed well qualified to be licensed, was licensed for one year. Before the year expired he went into an adjoining county, and taught three years; then returned to this county, and took a school. When questioned by the trustees, he said he had a license from this board, and supposed he could have it renewed upon application. Meantime authentic information was conveyed to us that he had fallen into very gross habits of profanity. He finished his term, and probably endorsed his order upon the town superintendent for the public money, and went into a school in another township, where he taught a term, and endorsed an order, which was paid by a town superintendent acquainted with the facts of the case.

Another case. A teacher sustained his examination well, and when inquired of concerning his moral character, being a total stranger, produced certificates of its correctness, and

said he was in the habit of attending church on the sabbath. When his first term was nearly expired, we learned by accident that he had not been within any church or worshipping assembly in the time. A message to him, intended to be civil and polite, to the effect that his conduct was not according to his representations, drew from him a letter, from which the following elegant extract is made: "Without advancing an apology, or deeming any requisite, I must confess I am astonished that you threw out such absurd insinuations, or made an attempt at such fallacious logic; by so doing you aimed a deadly blow at the foundation of genuine religion, and charged me with a lack of moral duty for not performing a mere ceremony of church attendance, which is not a criterion of morality. It may not be amiss to mention, at this time, one inconsistency of many bigoted attendants at church; for instance, they may pray for "thy kingdom to come, thy will to be done," and the very next day vote that the devil's will be done (unconsciously), by supporting men who would tear innocent persons from their families and bind to eternal bondage." This case is under advisement.

I mention these merely to show you what difficulties present themselves; and will now merely add, that the reflection upon the subject of the examination of teachers establishes my conviction that some liberal system of measures should be adopted by the state to provide or train a supply of well qualified teachers, and to exclude from the common schools all persons who do not possess the requisite moral character, aptness to teach and govern children, literary attainments, and professional experience. I accord most fully to the suggestion of Mr. Barnard, of Connecticut, that a scale of examination, and certificates based upon the same, should be established, consisting of at least three grades. The first and lowest should entitle the holder to teach in a certain specified school or district for one year. The second should be available throughout the schools of a county for two years, and should be given only to those who, in addition to the specified examination, have had at least one year of successful experience. The third should be good throughout the

state, and for at least three years, and should constitute the highest evidence that the holders possess the right spirit, character, attainments, and practical skill for the highest grade of school. The compensation of teachers should be based somewhat upon the grade of certificate held by them. Connected with the plan of examination and certificates, there should be a county system of school inspection, by which incompetent and unworthy members shall be excluded from the profession.

C. C. HOAGLAND.

BEDMINSTER TOWNSHIP.

It affords me pleasure to report that the people of Bedminster are evidently becoming more interested in the cause of education. They have manifested their increased interest by their building, enlarging, and repairing of school houses, and in giving a more liberal compensation to those who have the charge of instructing their children. They have built, during the past year, no less than three new and commodious houses, *viz.* in numbers 2, 5, and 7, enlarged one, number 8, and repaired number 6, thereby affording additional comfort to the occupants and greater facilities for imparting knowledge.

Our schools have all been open some six, nine, or twelve months, with the exception of number 5, Peapack, where they have built upon the former site, and the school consequently has been suspended for seven or eight months. Your official visit to Peapack, in 1850, has produced a beneficial influence upon every part of our township that was represented in that meeting.

By an inadvertence, I last year reported all the children who attended our schools, instead of those only that belong to Bedminster. Our column of statistics would appear better, if it were not for the long suspension of the school in our most populous district, number 5.

As to money, our people were disappointed in the amount

realized from the state fund this year. Nor did the surplus revenue, which they have now voted for schools, equal their expectations; so they perceive that if they would have their schools well provided for, they must vote a handsome appropriation from their own property; and this I confidently expect will be done at the ensuing town meeting.

Our teachers who attended the institute at Somerville, were delighted with the exercises, and have returned to their labors with increased zeal and devotion.

ROBERT J. BLAIR.

BERNARDS TOWNSHIP.

There have been two new school houses built in this township this year. In my report of last year, it was mentioned that the first and seventh districts had been united together under the name of "the Bernardsville District, No. 1," and intended building a new school house. They have erected a substantial building of stone, 24 by 34 feet, which, after taking off a convenient hall, lathing and plastering, leaves a school room about 20 by 30 feet in the clear, with 10 feet ceiling. The seats are not yet placed in it; they are to be arranged after the modern style, with cast ends.

The building of their house has necessarily interrupted the school; but they expect to have it completed ready for company in a week or two, and, if they are as successful in procuring a good teacher as they have been in building their house, we will have reason to hope for a flourishing school. The whole has been accomplished by the voluntary exertions of the district, without resorting to the incorporation act, by which they could have collected the necessary funds by tax.

In school district number 8, *viz.* the Franklin district, (the boundaries of which extend a short distance in Morris county) they have erected what may be termed, when speaking of school houses, a splendid building. By those familiar with school houses in the state, it is said to be at least equal to

the best in good taste. Its dimensions are 24 by 40 feet, with height in proportion; the hall is entered by two doors, and is eight feet wide, leaving a spacious school room, entered by two doors, opposite those in the hall; it is neatly furnished with suitable blackboards set in the wall; the windows are in proportion to the height of the ceiling, which is 18 feet in the clear. The seats are neatly constructed with cast ends; which, with the neat platform and desk for the teacher, give the room a beautiful and useful appearance. They have named their house "the Franklin Institute." This has also been completed by the voluntary exertions of the district. They were able to keep their school eight months of the year by means of sliding their old house off the foundation, on a temporary one, while the new one was building.

District number 2 has become incorporated. It is the largest district in the township, and has had a flourishing school all the year, being fortunate in securing the services of an able teacher, who has had many years' experience in the business.

All the districts manifest a commendable spirit on the subject of education; but it is hoped many of them will follow the good example of the first and eighth districts, in providing themselves with suitable school rooms.

From the small amount of school fund, it has not been found practicable to follow to the letter the clause concerning free schools in the late act, as the amount of public fund would support the schools so short a time; therefore it has for the most part been thought advisable to divide, as in former years, equally on all parts of the year.

WATERS B. ALWARD.

BRANCBURG TOWNSHIP.

The condition of the schools in this township has not changed much for the last year; the school houses are all new and in good order; the teachers are capable men, and do their duty, as far as I am able to judge. The two princi-

pal faults are—first, we want more money, and, secondly, more interest felt by the parents of this township. As for the supplement to the school law passed last winter, which orders that all moneys raised for school purposes shall be free, I do not think it as good as the old law; so long as we have not money enough to keep our schools free for the whole year, I think it would be much better to be paid in equal payments to each quarter. I hope the present legislature will apply the revenues of the state to the school fund, and support the government by a direct tax. We receive from the township \$200, state appropriation \$179.30, and interest of surplus revenue \$161.72, making \$541.02.

GEORGE W. VROOM.

BRIDGEWATER TOWNSHIP.

The township of Bridgewater contains eleven districts and four parts of districts, making in all thirteen. Some of the whole districts have portions of other townships annexed. I have enumerated as whole districts all in which the school house is, in this township. Of these districts but five have kept a school open the whole time, and in these five, numbering nine hundred and twenty-two scholars, the average attendance has been about three hundred and seventy-five. In the remaining six whole districts the schools have been kept open about one half the time, and while open about one half the children between the ages of five and eighteen have attended. No regular reports have been received from any of the districts, and this omission arises from the fact that we have not been furnished with the necessary blanks.

The township of Bridgewater, at the last town meeting, voted to raise by tax for school purposes the sum of \$2000. They also appropriated the interest of the surplus revenue, amounting to \$310.11, to the same purpose. One portion of the state fund amounted to the sum of \$642.15, making altogether the sum of \$2962.67; this sum includes a small balance of \$9.41, which remained undivided of last year's moneys. The quota per scholar amounts to \$2.38.

A good deal of embarrassment has been experienced in most of the districts by the trustees, from the course they felt it their duty to pursue, under the opinion of the Attorney General, upon the supplement to the school law passed last winter. In some of the districts the schools were opened as free schools so long as their whole quota of money would defray the expense ; and in others, for so long a time as would consume one half of the money. As the moneys raised by the township are not received till spring, and as one half of the state funds were retained six months beyond the time limited by law for their payment, but a very small portion of the orders drawn upon the superintendent could be paid when presented, which has caused a good deal of embarrassment in most of the districts.

I think, upon the whole, the interest in public school education in this township is increasing. During the fall a teachers' institute was held in this place. It lasted one week, and was attended by seventy teachers. The exercises were conducted by Professor Fowle, of Massachusetts, and Camp, of Connecticut. It was got up entirely by the teachers of the county themselves for their own improvement, and all the teachers who attended it appeared to manifest a deep interest in the exercises. During the day the teachers were exercised in the most approved methods of governing and conducting their schools, and of imparting instruction in the various branches taught in our public schools. The evenings were occupied in discussing various topics connected with instruction and government, and in listening to lectures upon the subject of education. This institute has, I doubt not, produced a good effect here. It has awakened in the community a deeper interest in the cause of public schools ; and every teacher who attended it, I have no doubt went back to his school with an enlarged capacity for his labor, and an increased zeal for his profession.

I hope it will not be deemed presumptuous in me to suggest that, in my opinion, more good could be accomplished by an appropriation of, say \$100 to each county, for the purpose of defraying the expenses of a teachers' institute,

than by the expenditure of an equal amount in any other way. The expenses of our institute were \$95; but this amount would not have been sufficient to defray the expenses of the instructors had lecturers charged for their services. Understanding that the institute was got up and sustained by the teachers themselves, they very kindly gave their services gratuitously, which could not be expected should the state make an appropriation; yet \$100 to a county would, by two counties uniting, which could easily be done, defray the necessary expense, and bring home to the great body of teachers in the state the benefits to be derived from such an institution.

I herewith send you a report of the proceedings of our institute, from which you will be able to gather a pretty correct idea of all the exercises.

This report should have been forwarded to you long ago, and indeed arrangements were made by the institute, before its adjournment, to have some copies forwarded to you when printed, and I supposed it had been done. But it seems it has been neglected; you will therefore, I hope, excuse my apparent negligence in not forwarding you a copy sooner.

S. B. RANSOM.

MILLSTONE TOWNSHIP.

In my visits to the schools and intercourse with the teachers, I have been gratified to find them so much interested in their important work. The teachers appear to realize the high responsibility that rests upon them, in moulding the youthful mind for future usefulness: the spirit with which they engage in their duties; the anxious observance of every means by which they may acquire all that will best aid them to prosecute their efforts with the best success; the kind feelings they manifest towards the children, and that feeling reciprocated by the children to them, assures me that the cause of education is fast on the advance to what it should be.

I wish it was my privilege to add, the same spirit and interest was manifested by parents and employers. While all admit the great importance of education, it appears to me this interested class do not put forth their efforts in visiting their schools, encouraging thereby both teacher and children, and giving that countenance the best interest of the cause deserves so much from them; if they knew how much the teachers need and feel they require this, I am sure they could not keep away from the school room. I have been gratified with the kind reception from both teachers and children, and am more persuaded than ever of the important duties that really devolve upon a town superintendent.

The monthly meeting of the teachers for mutual improvement I have considered of great importance; it not only serves to encourage them in their work, creating the kindest feeling, but it affords that mutual aid by comparing their mode of imparting instruction, and the best means of attracting the youthful mind, and applying it in that way which will produce the best and most lasting results.

An invitation was given the schools to meet in the church at Neshanic on the 1st of November (circumstances prevented me from calling it earlier), which was well attended. A short exercise in reading, mental arithmetic, and geography, appeared to be well received by the audience, and two appropriate and interesting addresses were delivered by Mr. Cooke, of Bloomfield, and the Rev. Mr. Goodenow, of Newark, and I cannot but believe an influence for good was produced.

As to the teachers' institute held at our county seat, I am pleased to say *thirteen* of our teachers were in attendance; one school was vacant, one teacher was from home, another did not expect to continue teaching, and but one school was continued through the week. In a recent visit to each school in that township, I have been gratified to find suggestions there made in successful operation, and others will be taken up as soon as circumstances will admit.

Respecting our districts, I am fully persuaded we have about one-third too many; but here a difficulty arises which is not easy to overcome. In a desire to have our school

houses easy of access for the children, the number has become too great for the profit of the employers and advantage to the children. On this subject, my own views have been materially changed the past year; observation has fully satisfied me that a school of from forty to sixty children is of far more advantage and real profit to the children than one of twenty; and if employers could look at this subject in its true light, there would not only be a willingness, but a determination much to reduce the number of our districts.

P. N. BEEKMAN.

MONTGOMERY TOWNSHIP.

You will perceive, by the above report, that a much larger number of children have attended school in the township the present, than the previous year, and the average number of months the schools have been in operation is also increased. One great difficulty in keeping the schools open the whole year arises from the scarcity of teachers. In many instances the teachers leave the schools, without making their intention known to the trustees in time for them to procure another at the expiration of the term, and a long time would often elapse before a competent teacher could be employed. I am, however, happy to state that our schools at this time are all open, and are taught by teachers who appear fully competent to discharge the duties committed to them. I should feel gratified if teachers could be procured from our own state to supply all our common schools; we are often under the necessity of waiting a long time for a teacher, in consequence of being obliged to send to some of the eastern states for one.

I should like to see young men educated among us for the purpose of becoming teachers, and of making teaching a permanent business; and I should be in favor of having the salaries of teachers increased, so that an inducement would be held out to men of making teaching a permanent business. One great difficulty has heretofore been in procuring good teachers; the pay has been insufficient, and worthy teachers

have in consequence abandoned the profession, and gone at some business that has proved more lucrative. A frequent change of teachers I consider as operating much to the disadvantage of our schools. Let a fair compensation be paid, and we will then have good teachers, and the cry will not be heard so frequently that our schools are vacant—a teacher cannot be employed.

If the legislature of our state should pass a law authorizing the trustees of a school district to build a house suitable for a school room, and have a tax assessed upon the taxable property in the district for the payment thereof, the complaint would not so often arise from the teacher, that the house is altogether unfit for the purposes of a school.

The great difficulty in our present system of building school houses, is that the expense falls heavily upon a few individuals, who are willing to contribute to that purpose; whereas if a tax was laid equally upon all persons in the district, according to their property, such a law would be equitable and just, and we would soon have our school houses in a proper condition for our children.

At our last annual town meeting, an additional sum of one hundred dollars, above the amount raised last year, was voted to be raised by taxation for school purposes the present year, which shows an increasing interest manifested by our citizens in the cause of education.

I confidently hope the time is not distant when the state of New Jersey will make her schools free; when every child within her borders may have the privilege of receiving an education; when learning, the former of the common mind, shall be accessible to the poor as well as to the rich.

P. V. D. VANDERVEER.

WARREN TOWNSHIP.

The time has arrived when it becomes the urgent and important duty of every town superintendent in the state of New Jersey to lay before you a statistical account of the

state and progress of the schools in their townships, with their views and experience on the great and momentous subject relative to the education and instruction of our children, into whose hands shall be committed the destinies of this great and mighty republic, whose institutions, political, social, and religious, have a controlling influence on the nations of the earth and give an impetus to the world. At this moment thousands of manacled hands are imploringly extended to us for aid to strike off the fetters that tyranny and despotism have forged. The illustrious "Kossuth" is upon our shores, pleading in strains of matchless eloquence for the cause of downtrodden, oppressed, and suffering humanity. By the intervention and assistance of the autocrat of Russia, the sworn enemy of human rights and human freedom, the heel of the treacherous imbecile tyrant of Austria is planted upon the neck of his beloved Hungary, trampling in the dust the sacred privileges and inalienable rights of ten millions of brave, patriotic, and noble people.

The closing scenes of suffering and horror visited upon them are revolting to the feelings of humanity and an outrage upon human nature, which calls loudly for immediate redress and protection in the future from such cruel brutal treatment inflicted by foreign intervention. This government is no longer a doubtful experiment, a shadowy form rising out of the mist, the scoff of tyrants and ridicule of kings; but is blazoned forth in its beautiful symmetry, gigantic proportions, and colossal stature, as a beacon light to the world, a model of human governments, a monument of the wisdom, intelligence, and patriotism of its immortal founders, a tocsin of alarm to tyrants, the trepidation of kings, a harbinger of terror to despots, a practical illustration of the science of free government, the praise and admiration of every true lover of liberty, a clear and positive demonstration of the right of the people to govern themselves, a precious light shining upon mankind, causing the absurd and ridiculous notion of the divine right of kings and princes to reign to vanish as the feeble rays of the glimmering star melts away in the glorious light of the luminary of day. Let us throw our memories

back to the time when our pilgrim fathers fled from tyranny and oppression, and landed on the barren rock of Plymouth, and contemplate the scenes then presented to the view, and contrast it with the present, and propound the question, what has effected the mighty change? How came the vast interminable wilderness, inhabited by a few wandering savages, one of the most powerful, free, and enlightened nations of the earth in such a brief period, unparalleled in the annals of history? The answer to this question is positive and certain. It was the early attention of the first settlers of this country to the subject of common school education. It was among the first provisions, that every district containing (within convenient limits) a sufficient number of children, shall maintain a common school a certain number of months in each year, and every child be obliged to attend. This liberal and enlightened policy was pursued by several of the states, as they sprang into existence. Common schools and academies were established, and colleges endowed, and we are realizing the glorious results of the wisdom of their policy. Search the records of history, and you will find the system of policy adopted by monarchies has been to accommodate a few with the most liberal course of instruction and highest degree of education, while the masses were kept in ignorance, knowing, if they had the benefit of a common school education, it would enable them to discover the rottenness of the foundation on which hereditary monarchy rests, and would induce them to begin with reform, which would end in revolution. This fact has been clearly demonstrated in several nations, where a more liberal system of late has prevailed, the spirit of reform keeping pace with the improvement of common education until it ended in revolution, overthrowing monarchies and establishing republics. If the basis on which our government and free institutions rest, and we owe our present prosperity and greatness to the information, intelligence, and virtue of the people, it should be considered an object of the first importance of every state in this Union to give the whole population at least a common school education. It is evident that a large portion of the best talents and many of the brightest

gems of intellect, which would be an honor to our country and pillars in our government, are never developed for the want of early instruction.

New Jersey is in the rear of some of her sister states on this important subject; but I feel an assurance that her present enlightened legislature will perfect her common school system, increase its fund, and place her immediately in the front rank in the march of intelligence. The day is not far distant, I hope, when our school fund will be sufficient to establish academies in every township, and a college in every county in the state. The capacity of the human mind to receive instruction and knowledge, elevating man from the lowest state of savage degradation to the highest degree of intellectual refinement, should operate as a powerful incentive, urging our legislature, securing the aid and cöoperation of every citizen to provide amply for this great popular and important object. We are a plain practical people, and should be careful in the selection of teachers for the training and instruction of the youthful mind. They should possess a happy and pleasing faculty of imparting instruction, correct moral deportment, enlightened liberal principles, plain common sense practical views, free from bigotry, speculative theories, and sickly sentimental "isms," for it is

" Education forms the youthful mind,
Just as the bough is bent the tree 's inclined."

The schools in this township have been well attended during the past year, and considerable interest manifested on the subject of education. Still there is not that active energetic operative interest felt by parents, trustees, and the community, that is desirable on this subject. Seven hundred dollars was raised again last spring by tax for our schools, making the schools free in the largest districts. The teachers of this township are principally young men of good abilities, and are well qualified for their occupation. Our schools are well governed, the rod is seldom used, and they are in a highly flourishing condition compared with what they were a few years ago. Who would not be proud to see every son and daughter of New Jersey and of this Union enjoying the

benefit of a good education, and every countenance radiant with intelligence and virtue? Let the friends of this sacred cause redouble their energies, unite their efforts, and exert their influence until this great and glorious object shall be accomplished. Then shall we stand præminent in the family of nations; then shall our march to greatness, glory, and grandeur be realized; then shall we be able clearly to distinguish what is our duty to each other as states, and to those nations who are imploring our protection from the cruelty and oppression of foreign despots; then shall our glorious inheritance, bequeathed to us by our revolutionary fathers, be preserved and perpetuated to that period when the angelic messenger shall declare to the astonished nations of the earth that time shall be no longer.

DANIEL CORY.

SUSSEX COUNTY.

BYRAM TOWNSHIP.

We have raised by tax \$1284; only part of this sum has as yet been received. Schools have not been maintained so well during the past year, as the one that preceded it. The large fund raised did not have the effect to excite an increase of interest in the schools. It has, however, had one good effect in my township, that is, it has induced the erection of three new and convenient school houses, and determined the citizens of one other district to do likewise. The tax payers encouraged the appropriation of the fund raised by tax to this use, and, so far as we are concerned, a better use could not have been made of that fund.

The mass of our people are not ripe for free schools; with the present feeling of interest in the subject, they would be plundered of the fund, and receive less advantage from the

means of education than under the old system. A small sum of money appropriated annually is of good service, and it should be increasing every year; and efforts should be made to increase interest with the increase of money applied to this use, until the people's wants be in a fit condition to avail themselves of the full advantage of free schools—then make them free.

The present law is defective in giving power to the trustees to license teachers. They will overrule the superintendent, and very incompetent teachers are selected. Their selection, in some instances, is not so much influenced by the qualifications of the teacher as by his family relations and other matters, which ought not to enter into the subject. This would be a very great evil where there is a large fund. Trustees would be found in most districts to absorb the fund, whether qualified or not for their responsible office.

Our schools have not been kept open as long as usual this year, because of the pulling down of old, and building new school houses; and in some districts the inhabitants waited the payment of the taxes, so that when they had a school, it should be entirely free.

C. A. LEPORT.

HARDYSTON TOWNSHIP.

The schools in this township are annually improving. During the present year we have had full schools, and some of them have been very good. Parents appear to be far more engaged than formerly respecting the education of their children. They are more particular respecting the qualifications of the teacher and more willing to procure suitable books, &c., for the schools.

Some think the present system of free schools bears rather hard upon those who have no children to send, but probably it is about as good and wise as they could make it, and it may be well to give it a thorough trial before any important change be made.

JOEL CAMPBELL.

FRANKLIN TOWNSHIP.

In making my report, I can only speak of the schools since the first of April, the time when I came into office. The schools have been kept open, with the exception of one or two, for a few weeks during the summer, and are all now in operation and supplied with teachers.

I have visited the schools as often, or oftener, than once a quarter, and have been highly pleased with the order, discipline, and progress of the children. Most of the teachers have been well qualified, and have discharged their duty towards their pupils in a manner worthy of their profession. There are, however, exceptions to this general remark. Some one or two, while they were tolerable scholars, were destitute of other important qualifications. Such teachers, however, could not long find employment in this community.

In my visits to the schools, I have endeavored to secure the attendance of the trustees and parents, and have been successful in most cases with the trustees, and in some cases the parents have attended. This has had a happy effect, both upon the schools and the employers. The people are beginning in some measure to appreciate well qualified teachers and good schools.

We have in this township ten school houses; one is a stone building, the others are wooden, only one of which has two rooms. Some have an entry or hall, others have none. But one can be said to be in good repair, and properly and comfortably seated. Some are hardly passable, while one or two are in a dilapidated condition. Three of these have play grounds, the others are without any convenient place for the children but the street or highway, destitute of shade, and mostly without those external conveniences which decency so urgently demands. I hope the time will soon come when the trustees and parents will consider this matter, and supply these things, so desirable for the comfort and convenience of their children.

ALFRED KETCHAM.

NEWTON TOWNSHIP.

It is very difficult to procure proper *data* for the amount of education, as several of our teachers are paid by the month, and they will not keep a daily record. The registers we furnished for the districts are not attended to, and some have been taken off by the teachers, &c.

In the above table I have given the best assumption I could collect. Had I been town superintendent last year, it would be more correct. The wages, by the month, varies from \$20 to \$35.

In regard to the workings of the school law and last year's supplement, I think it has given as much satisfaction as we could expect under the circumstances. Many changes could be made in it, which would probably give more efficiency, and would be submitted to with a better grace. These I will notice in order:

Funds.—The state to appropriate all her available funds for education, and supply their place by a direct tax for the support of the government. To the amounts received, the townships to add all their available funds, and every district to have power to add any amount which would be necessary to make the school or schools free during the year, or as many months as they could. But when the amount in a district is not enough to make the school free for the year, the amount available should be divided on the quarters taught, and the balance paid by rates, as formerly; for at present, when the schools are free, a flood pours in upon the teacher, almost impossible to class or attend to, and when the free quarter is out, there is such an ebb that the school cannot be maintained. Examinations should be had in each county by districts; in each district by one county examiner with the town superintendent. Though there has been no trouble in this township, there has in others, from the acts of trustees favoring some friend.

Umpires.—Where districts are formed from parts of townships or counties, there should be some umpire appointed to settle mooted questions.

Much difficulty arises from the cutting up of the districts; might not some regulation be adopted limiting both the extent and diminution of districts, unless in particular cases of real necessity?

FRANCIS MORAN.

SANDYSTON TOWNSHIP.

The school houses in this township are all comfortable buildings, with play grounds attached, belonging to the inhabitants of the several districts. Six of them are stone houses, three frame, and one log. Seven of our school houses have blackboards, and are well seated for the convenience of teachers and pupils. I believe the majority of the inhabitants of this township are in favour of establishing free schools by the appropriation of the state revenue, and defraying the expenses of the state government by a direct tax on the people. There was no money raised in this township for school purposes, town meeting being held in March, and the late act concerning schools not being then known. There are seven teachers engaged in teaching at present in this township, five males and two females, all well qualified and licensed.

J. FLEMING.

STILLWATER TOWNSHIP.

It may not be out of place for me to give you my opinion with regard to the working of the supplement to the school law, passed at the last session of the legislature. This township, at the last annual town meeting, voted to raise by tax three dollars per scholar. The immediate effect created by the majority vote of the township, in raising that amount of school money, was attended with much dissatisfaction among the wealthy class of people, especially those who have no children to send to school, as well as those whose children

have passed the age of attending school ; even in some cases they have thrown obstacles in the way of a class of people who would be more especially benefited by persuasion or otherwise, and have prevented them from giving their children an opportunity of participating in the benefits of a free school. Doubtless the motive is for the purpose of having an argument, that will have its weight in preventing the township in raising a like amount in future. From the continued feeling manifested, even to this time, I should judge that the township will fail in raising any money at the next town meeting. I know not what effects have followed the raising the full amount allowed by levy in other townships in various parts of the state ; but my impression at present is, that to have the full benefits of a free school, or one nearly approximating, as has been the case in this township the present year, the fund appropriated should be uniform—not have a free school one year, and probably the next only what is appropriated by the legislature, together with the interest of the surplus revenue, which is barely sufficient for one quarter's schooling. One township raises a large amount, a township adjoining perhaps none ; the same township one year raising sufficient to make the schools free, the next perhaps none, alternating as the friends or enemies of free schools shall happen to be present and in the majority, resulting, as a natural consequence, in ill feeling, arraiguing one portion of the inhabitants against the other.

It would unquestionably be better that the legislature should pass an enactment (submit the same to the popular vote of the people of the state, to be rejected or adopted at the will of the majority,) appropriating a sufficient amount to make the schools free, and then levy a direct state tax to meet the appropriation, thereby making the burthen equal, proportionate to each individual's wealth ; consequently closing the door to recrimination, ill feeling, and contention with regard to the matter, and thereby giving the inhabitants, trustees, and others interested more time for reflection in looking for better qualified teachers, better provided school rooms, &c., in their respective districts.

During the past year a marked improvement has been exhibited in securing well qualified teachers, in keeping our school rooms in better order, and in selecting approved modern school books. The Sussex County Educational Society have taken a commendable step in recommending a uniform standard of school books for the county; the plan is being carried into effect—thus preventing a change of school books upon the advent of every new teacher in the district, thereby saving much expense to parents and guardians, also assisting the teacher materially in advancing his school by having the scholars well classified in large classes, saving much time and trouble.

I have been gratified with the change that has been made by associating the trustees with the superintendent in the examination of teachers. In more than one instance, I can call to mind where we have examined the teacher—the trustees were prompt in refusing the teacher a license; whereas I am certain if I had examined the teacher alone, and refused the license, the trustees would have been extremely dissatisfied. The trustees have been more interested in having well qualified teachers, and also in looking after the interests of the school.

During the past summer session in this township the schools have been unusually small, owing to the general prevailing epidemics of measles and whooping cough. At the present time, the winter session, the schools are unusually full.

C. V. MOORE.

VERNON TOWNSHIP.

In addition to the above statistics, the superintendent of the township of Vernon begs leave to submit the following remarks: ✓

The law establishing free schools, as approved March 14th, 1851, seems not to have met with very general favor or support among the inhabitants of this township. It was

generally believed that to make the schools free till the public money was expended, would have a tendency to greatly increase the attendance for that time, and render it difficult, and perhaps impossible, to support school for the remainder of the year.

Accordingly, at the annual district meetings, a majority of the districts instructed their trustees to apply the public funds, as before practised, equally upon the summer and winter terms, thus making no part of the school free to all. When this was done, and an order sent by the trustees for the public fund for the payment of teachers' wages, the superintendent has not thought proper to withhold their dividend, though manifestly expended contrary to the provisions of the law.

Seven of the nineteen districts made their schools free till the public money was expended. The attendance, where satisfactory teachers were employed, was considerably increased during the time, though not to an unusual extent; and but two of the seven seem likely to discontinue their school on account of the entire expenditure of the public money. Three districts that have become incorporated, and one part of a district, support a free school the entire year by tax on the property of the inhabitants.

The idea of schools free to all seems to meet with general favor in this township; but it is believed that a much larger appropriation should be made by the state, leaving a less amount to be made up by the townships and districts.

The law, as regards licensing teachers, seems to need no amendment, unless a thorough acquaintance with certain specified branches be fixed as a standard for the qualifications of any teacher, so that none could be licensed if found deficient in the studies enumerated.

Several teachers have been licensed for particular districts, whose qualifications would not have entitled them to a general license for the township, and three applicants have been refused license in consequence of a lack of proper qualifications.

The schools have been visited by the superintendent, at least once each quarter, either alone or in connection with

the trustees, and it is believed that the condition of schools and the cause of education is steadily advancing.

Two new and improved school houses were erected last year, as many this year, and it is believed that as many more will be built during the next.

It is believed that the central district of Vernon can boast a school house which, for convenience and elegance, is not surpassed by any in the county.

There is an increasing demand for well qualified teachers, and your reporter believes that a state normal school, or teachers' institute for each county, is needed to supply this demand from among the youth of our own state, without being obliged to employ so many teachers from abroad.

R. C. BROWNING.

WANTAGE TOWNSHIP.

There has been during a few years past in this township a great change, favorable to the education of the children of poor parents. No person, at all acquainted with this township, can for a moment question the ability of the people to carry out this noble enterprise, which contemplates the intellectual culture of the whole mass of our rising population.

In the examination of teachers, I have endeavored to comply with the requisitions of the law. Aided by the trustees of the different districts where the teachers have been employed, I have examined 31 teachers; males 25, females 6. The ages of the males have varied from 18 to 40 years; females from 18 to 30. As we believed it to be a duty incumbent upon us, we have endeavored to make our examinations thorough. Nearly all whom we have examined, we have found very well qualified to teach our schools. In three instances, we confined our licenses to summer schools for the term of three months.

I have visited all the schools once, and ten of them twice. In most instances one or more of the trustees have visited the schools in company with me, and frequently parents and

others, who were not trustees. The examinations of both teachers and schools have excited a very commendable degree of interest among the people, and I hope will promote the intellectual and moral welfare of our children.

As I am very fond of children, I find it pleasant to visit the school room, and have labored earnestly to benefit the schools. I love to find teachers qualified for the work, possessing a faculty for it, and industriously engaged in the business.

I have found in our school rooms a number of excellent school books. I am anxious to have introduced into our schools a complete system of good school books, and believe that the cause of education will be best promoted in our common schools by a uniformity of books adapted to the capacities of our children.

A spirit of enterprise is very much needed with reference to our school houses, as a number of them are in a very dilapidated condition.

JOHN B. CASE.

WARREN COUNTY.

FRANKLIN TOWNSHIP.

The schools of this township have been visited by me according to law, and from careful observation I have noticed a decided improvement. Licensed teachers only have been employed, all of whom were well qualified to teach. The system of common school education would be greatly advanced by a general recommendation of school books from the State Superintendent, to be used in all the schools, so that the course of studies would not be materially altered by a change of teachers.

The raising of money by townships is a source of much dissatisfaction; would it not be better for the state to raise the money necessary for schools?

ALFRED GALE.

HARMONY TOWNSHIP.

All the schools of this township, with the exception of one, are in successful operation at the present time, and are doing as well as can be expected, from the meagre compensation allowed their teachers. We have not, as yet, derived any benefit from the recent improvement in the school law, but have hopes that we shall soon. But, notwithstanding this favorable report of the schools under my charge, there is room for improvement still; I should like to see our school houses have suitable locations, properly ventilated, with play grounds attached, and in all respects adapted to the business for which they are designed. I should like to see our teachers well provided for, never less than three hundred dollars a year, as a just equivalent for the services of a competent man, and ready for him when his work is done. There may be a normal school established in every county in this state, and yet if there is not a sufficient compensation held out to induce educated young men to engage in the business of teaching, it will not go on successfully. I should like to have this truth brought home to the mind of every citizen of this township, that the wealthy amongst them are morally bound to educate the children of the poor.

But when the public mind becomes sufficiently enlightened on the subject of education, and convinced of the utility of these radical changes, then we shall see these old buildings that are now used as school houses torn down, and suitable ones erected in their stead, not so remarkable for expense as adaptedness in all respects to the wants of those for whom they were designed.

JNO. B. WELDON.

KNOWLTON TOWNSHIP.

The above statement approximates as near the truth as it is possible for me to arrive, as some of our teachers keep very imperfect registers of their children.

The condition of our schools, you will perceive, remains nearly the same as in my last report. We still are destitute of well qualified teachers, having in some instances to accept of those of the very poorest kind, or suffer our schools to remain vacant. We have some teachers, however, who are an honor to their profession. Our people, generally, manifest too little interest in the cause of education, being willing to accept of the services of almost any kind of a teacher long enough to consume the public money allotted to their district, provided he will work cheap.

We have had some two or three female teachers during the summer, whose qualifications were superior, as a general thing, to our male teachers. There is, among the people of the township, a disposition to divide our districts, so as to render it impossible to secure the services of competent teachers. We have more school houses than we can fill with children and suitable teachers. To avert this, some of the districts have availed themselves of the provisions of our supplement to the school law, and got their districts incorporated.

Notwithstanding our want of competent teachers and the backward state of our schools generally, yet I think that I may safely affirm that they have advanced considerably for the last five years, and that if our legislatures continue to improve and liberalize our laws, we shall, in a few years, be able to boast of as good a system of schools as our sister states.

JEHIEL Y. KERN.

OXFORD TOWNSHIP.

The time has arrived in which it becomes my duty to report to you the condition of the schools in the township of Oxford. Our schools are about as they formerly were, excepting one—in that there is a great improvement, owing to the zeal and perseverance of Mr. James Heiles in the cause of education. A spacious and well arranged house has been erected and furnished with well selected books, maps, &c., for the convenience of the teacher and the advantage of the pupils, who are well instructed by Mr. St. John, a well qualified and efficient teacher. It would afford me much pleasure to see all our schools elevated to the same position of improvement, but this I do not expect to see with our present means. I think we have now had time and experience enough to see that something more must be done before there will be that improvement made in our schools that the friends of education desire to see. It is hoped that the legislature of New Jersey will not delay to adopt the course of the legislatures of other states, and pass an act to establish free schools: then, I have no doubt, our school houses would be filled with children, and the hearts of the teachers cheered and gladdened, and the pupils make greater proficiency in the sciences.

HENRY C. MAJOR.

PHILLIPSBURGH TOWNSHIP.

By way of general remark, permit me to say that from a careful observation made during my visits to the schools in the township, since my election to the office of town superintendent, I am led to the conclusion that at no former period in the history of our common school system, has there been manifested a more decided interest in favor of popular education than at the present time. The late supplement to our school law contemplates a more elevated standard of

education, and is better adapted to the progress of the arts and sciences in this age of improvement, and holds out greater inducements to parents in every condition of life to continue their children in the common schools. The friends of education cannot but hail it as the harbinger of a brighter day, soon to break upon the darkness and gloom that once enshrouded so many minds in mental obscurity. The spirit of progression has commenced in good earnest. This is inspiring to the feelings, and animating to the hopes of the friends of this noble cause, to see and feel that popular opinion is fast turning in favor of the diffusion of universal education. The present law contemplates this noble work, inasmuch as it gives the privilege to the several townships, by the voice of the people, to keep the schools free throughout the year, thereby giving an equal privilege to the poor, as well as the affluent, of receiving an education, with all its accompanying benefits. The subject is one in which we are all more or less interested; as the object of education is, or ought to be, the amelioration of the condition of man, physically, morally, and intellectually, thereby securing his happiness, and rendering him useful as a citizen, elevating his character, and exerting a salutary influence on mankind, in all the social relations of life.

It is believed that the law, if fully carried into effect, will meet the demands of the warmest advocates of the cause of education. And shall there be any want of cöoperation among the friends of so noble a cause? Shall we hear the cry of retrenchment at this important crisis, when the cause has just received so favorable an impetus at the hands of a liberal legislature? Even should there be a plausibility for retrenchment, it would be unwise to commence at our common school fund. Would it not be better to travel over rougher roads for a year or two, than to cripple the advancement of so worthy and noble a cause? The effects that would follow such a course would be merely physical, while the latter would throw a blight and mildew over minds destined to immortality! But money alone, however liberally bestowed, will not accomplish the great work of education.

Well qualified teachers are requisite—men who are not only competent to teach the different branches of science, but who are qualified in natural disposition to form and mould the tender mind, and direct it to noble and high attainments—men who understand human nature in all its phases of character, by which they are enabled to govern mind—not by the rod and the ferrule, those relics of atrocious barbarity—but by prompting the mind to a noble ambition, and impressing it with a sense of the interest and value of the acquisition of knowledge.

Frequent complaints are made relative to well qualified teachers. It is my opinion, that wherever sufficient pecuniary inducements are held out, competent teachers can almost invariably be obtained. There is no excuse for a district being without a public school, if the people desire one. If the district is small, let a female be employed, as their services can generally be had for a less sum, though many of them are worthy of being equally rewarded with male teachers. There are many female teachers whose natural amiableness renders them peculiarly qualified to train the minds of children, and cultivating refined sentiments and feelings, which greatly contribute to the formation of habits of virtue and morality in after life.

But I must close, hoping that every succeeding year shall bear witness to the further advancement of the cause of education, until every child in the state shall be brought under the influence, and receive the benefits, of a liberal system of common schools.

J. R. LOVELL.

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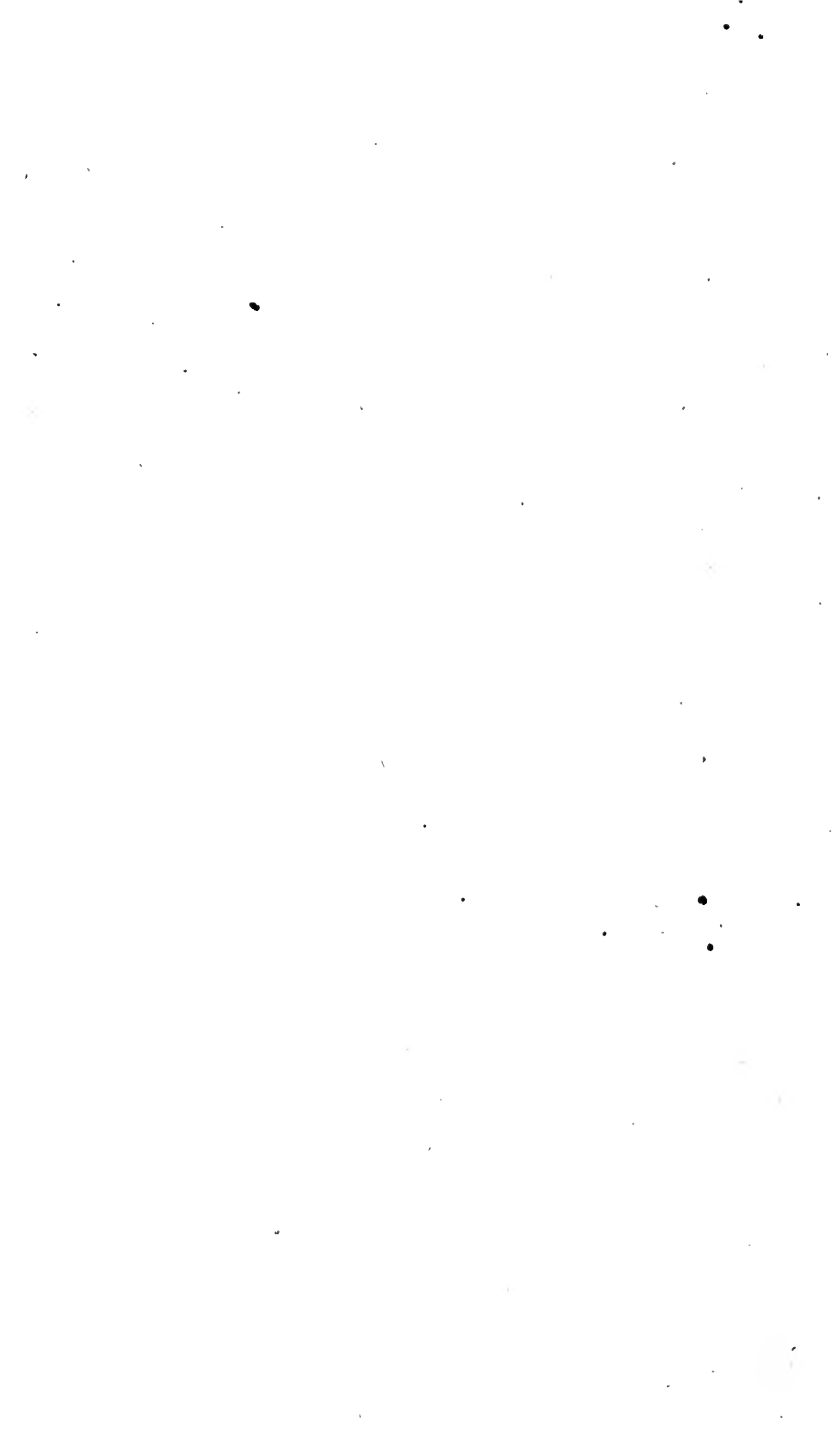
REPORT

OF

THE COMMISSIONERS TO CODIFY

THE

SCHOOL LAW.



REPORT.

The commissioners to whom was referred the revision and codification of the laws relating to public schools, respectfully report a bill as the result of their labors.

The principal objects the commissioners have had in view, and which they hope they have in a measure attained were :

FIRST.—To put the education of the children and youth of the state within the power of all.

To do this, they ask of the legislature a fair and reasonable appropriation from the public treasury, and the right to impose a township and district poll and property tax, believing that the public mind of the state is prepared for a liberal provision by law, of a character like or equivalent to this.

SECOND.—To make the education of the children and youth of the state, the business and work of the state and people.

To effect this, they report the organization of a state board and county and township boards of education, and trustees of district schools, as in their view the best means of attaining this end.

Experience has taught us that to make the education of the people efficient and popular, the people must become the actors in the varied instrumentalities created by law for this purpose.

The commissioners further submit that a general power of supervision of this great work should be vested in a body of men who, (they assume), will be selected for their virtue, intelligence and patriotism, and as such will sensibly appreciate

the value and weight of the trust committed to them, and who, from time to time, will commend such modifications of the system, as the progress of events may render necessary.

Upon the secretary of this board, who, *ex officio*, will be state superintendent of public schools, will devolve varied interesting and laborious duties ; and the commissioners, therefore ask for this important officer a compensation, bearing a fair proportion to the magnitude and responsibilities of his office.

The commissioners anticipate with confidence such harmonious action between the respective boards, trustees and teachers, directed by one spirit and animated by enlightened and generous impulses, that vitality, stability and permanency will be given to the system throughout the state.

In one word, the commissioners have faithfully and earnestly labored to give to the cause of education in New Jersey an effective organization, in the healthful action of which, with the blessing of God, is concerved, as they believe, the strength and perpetuity of our political, civil and social institutions.

THIRD.—To secure competent, reliable and responsible teachers.

The commissioners trust that they have made satisfactory provision for this object for the existing state of things, looking forward as they do with hopeful confidence, to the developments of the normal school for the graduation of able and accomplished teachers for the public schools.

FOURTH.—To make such provisions with regard to the school districts as will avoid the embarrassments which occurred under former laws.

It will be perceived that all controversies on this subject are to be submitted to a board chosen by the people, and the commissioners hope, to a board of impartial men, who will have at heart the welfare of their constituents, whose cases may come before them for decision and settlement.

The right of supervision and review of these cases by the

county and state boards will, as may be reasonably expected, in a few years adjust and settle all controversies on this point.

The commissioners do not think it necessary in their report to go into the details of the bill, they being simply the means for obtaining the objects enumerated.

In conclusion, the commissioners would most respectfully say, that they cannot feel that they have presented a bill free from defects, but they *do* assure themselves, that the state has enlisted their humble but best efforts in preparing a bill which, if carried out in good faith, will be effective for good, and one easily susceptible of modifications as time and more enlarged experience may demand.

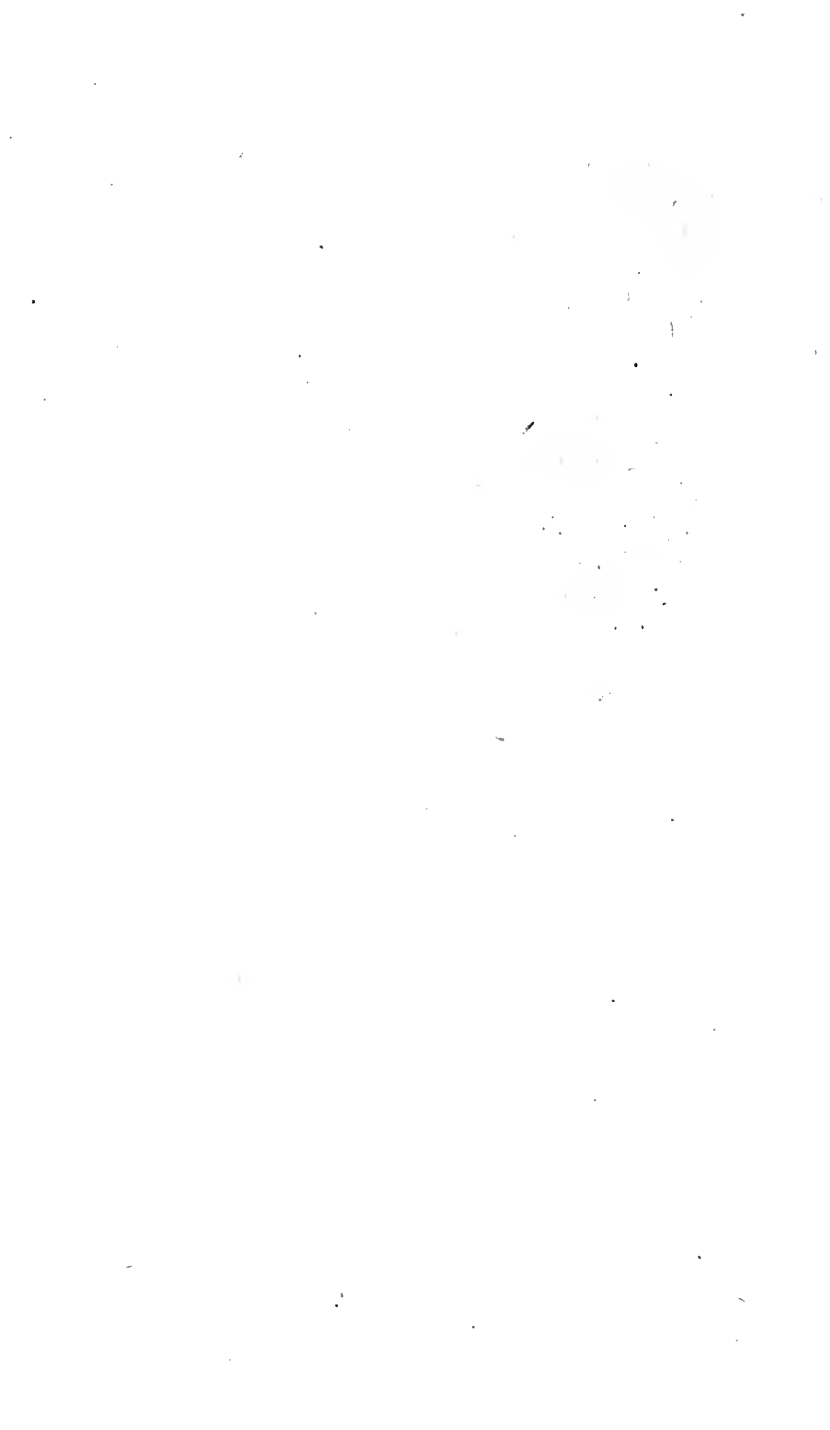
All which is most respectfully submitted,

By order of the commissioners,

PETER I. CLARK *Chairman*,

JOHN VAN BRUNT *Secretary*.

TRENTON, January 18, 1856.



AN ACT TO ESTABLISH PUBLIC SCHOOLS.

1. BE IT ENACTED *by the Senate and General Assembly of the State of New Jersey*, That to introduce a more perfect system of public education, the following organizations shall be established :

1. A State Board of Education.
2. County Boards of Education.
3. Township Boards of Education.
4. Boards of Trustees of the several school districts.

ARTICLE I.

Of the State Board of Education.

1. *And be it enacted*, That the state board of education shall consist of five persons, who shall be nominated by the Governor and appointed by him, with the advice and consent of the Senate, who shall hold their office respectively for five years, except that at the first meeting of the said board of education it shall be determined by lot or otherwise which of the members shall hold for one year, which for two years, which for three years, which for four years, and which for five years; and annually thereafter one member shall be appointed to hold office for five years; and the Governor, with the advice and consent of the Senate, as aforesaid, shall fill all vacancies in said board which may happen by death, resignation or otherwise.

Powers and Duties of the State Board of Education.

2. *And be it enacted*, That the said board of education shall meet at the city of Trenton within thirty days after their appointment, upon notice in writing, by the State Superintendent of public schools; and when so met shall appoint one of their number president of said board. They shall also appoint a secretary, who, *ex-officio*, shall be a member of said board, and State Superintendent of public schools. The said board shall hold regular meetings thereafter in Trenton, on the first Tuesdays of June and January annually, the last of which shall be the annual meeting, with power to adjourn from time to time, and to hold special meetings on the call of the president, when in his opinion the same may be necessary; of the time and place of which special meetings ten days' notice in writing shall be given by the president.

3. *And be it enacted*, That the said board of education shall have charge of the public schools of this state, and recommend the general course of instruction to be pursued therein.

4. *And be it enacted*, That the said board of education shall furnish to every county and township board of education the most approved plans of building, furnishing, warming and ventilating school houses.

5. *And be it enacted*, That it shall be the duty of the said board of education, by the secretary thereof, to prepare and lay before the legislature, on or before the twentieth day of January, annually, a detailed report of its doings, with such observations as to the condition and operation of the system of public education as experience may suggest, and the best means of improving it.

6. *And be it enacted*, That the members of the said board of education shall be reimbursed by the state treasurer for all necessary expenses incurred in the discharge of their official

duties, the account being first audited by the secretary of state. The incidental expenses of the said board shall be allowed and paid in the same manner.

ARTICLE II.

Of County Boards of Education.

1. *And be it enacted*, That the boards of education of the several counties shall consist of three persons chosen from the legal voters of the county, who shall hold their office respectively for the term of three years, and be elected by the people at the same time, and in the same manner as other county officers are or may be elected, except that at the first meeting of the said boards it shall be determined by lot or otherwise, which of the persons shall hold for one year, which for two years, and which for three years; and afterwards one member shall be elected annually, to hold office for three years.

2. *And be it enacted*, That the term of office of members of the said boards, shall commence on the third Wednesday of December, next succeeding the election.

Powers and Duties of the County Boards of Education.

3. *And be it enacted*, That the county board of education of each county, shall meet at the court-house in the county, within thirty days after their election, as aforesaid, and when so met, shall appoint one of their number president of said board; they shall also appoint a secretary, who, *ex-officio*, shall be county superintendent of public schools, and of whose appointment immediate notice shall be give to the secretary of the state board of education; the said board shall hold regular meetings thereafter, at the court-house in said county, or such place in the immediate neighborhood thereof, as may be convenient, on the second Tuesdays of June and December,

annually, the last of which shall be the annual meeting, with power to adjourn from time to time, and to hold special meetings on the call of the president, when, in his opinion, the same may be necessary; of the time and place of which special meetings, ten days' notice, in writing, shall be given by the president.

4. *And be it enacted*, That the county board of education shall have charge of the public schools in the county, and it shall be their duty to see that the law respecting public schools, is properly enforced therein.

5. *And be it enacted*, That the county board of education in each county, shall apportion all moneys received from the state, or appropriated by the county to school purposes, among the several townships of the county, in the ratio of the population thereof, as ascertained by the last preceding census.

6. *And be it enacted*, That the county board of education in each county, shall, at the annual meeting, appoint two competent persons, residents of the county, who, in connection with the county superintendent of said county, shall constitute a board of examiners, to examine and license teachers in the manner and form as hereinafter provided: *provided*, that at the first meeting of said county board, after this act shall take effect, the said examiners shall be appointed until the annual meeting of the said county board of education.

7. *And be it enacted*, That the county board of education of each county, shall, on or before the second Tuesday of December, annually, transmit, through the secretary thereof, to the secretary of the state board of education a written report, exhibiting the condition of the public schools of the county, with such observations concerning the operation of the law and the improvement of the schools, as they may deem proper.

8. *And be it enacted*, That the county board of education in each county, shall keep a record of its proceedings in a book provided for that purpose.

9. *And be it enacted*, That the respective members of each

county board of education, shall be reimbursed by the county collector, for all expenses incurred in the discharge of their official duties, their accounts being first audited by the board of chosen freeholders of the county; the necessary incidental expenses of the said board, shall be allowed and paid in the same manner.

10. *And be it enacted*, That any vacancy that may happen in the county board of education by death, resignation or otherwise, shall be filled by the appointment of the court of common pleas in said county, until the next succeeding annual election.

ARTICLE III.

Of Township Boards of Education.

1. *And be it enacted*, That the boards of education of the several townships shall consist of three persons, chosen from among the legal voters of the township, who shall hold office for the term of three years, and be elected by the people at the annual town meetings, in the same manner as other township officers are or may be elected, except that at the first meeting of the said boards, it shall be determined by lot or otherwise, which of the members shall hold office for one year, which for two years, and which for three years; and afterwards one member shall be elected annually, to hold his office for three years.

2. *And be it enacted*, That the term of office of the township boards shall commence on Tuesday of the week next succeeding the election.

Powers and Duties of the Township Boards of Education.

3. *And be it enacted* that the township board of education,

in each township, shall meet at the place of holding the last town meeting, within ten days after their election, as afore-said, and when so met they shall appoint one of their number president of the said board; they shall also appoint a secretary, who, *ex-officio*, shall be the town superintendent of public schools; the said board shall hold regular meetings thereafter, on the second Tuesdays of April, July, October, and January, annually; the last of which shall be the annual meeting, with power to adjourn from time to time, and to hold special meetings on the call of the president, when, in his opinion, the same may be necessary; of the time and place of which special meetings, five days' notice, in writing, shall be given by the president.

4. *And be it enacted*, That the township boards of education, shall have charge of the public schools in their respective townships, and it shall be their duty to see that the law respecting public schools, is properly enforced therein.

5. *And be it enacted*, That the respective township boards of education, shall have full power to form new school districts; to abolish any school district or districts; to consolidate school districts, and to alter and change the boundaries of any school district or districts, whenever, in their judgment, circumstances shall require; but no district shall be formed containing less than sixty resident scholars, of legal age, except in cases when, in the opinion of the board, it may be necessary to reduce the number; and in case a district can be more conveniently formed of parts of two or more adjacent townships or counties, the boards of education of such adjacent townships may form such districts; and it shall be the duty of the township boards of education to record, in suitable books provided for the purpose, the names, numbers, and boundaries of the several school districts, and the alterations and changes that may, from time to time, be made.

6. *And be it enacted*, That the township boards of education of each township, shall locate all the school-houses in the township, and when so located, they shall not be altered or changed without good cause.

7. *And be it enacted*, That the superintendent of each township shall, with the approval of the township board of education, prescribe the books and apparatus to be used in the public schools of the township.

8. *And be it enacted*, That the township board of education shall, on or before the first day of June, annually, apportion among the several school districts, the money received by the township, and the money raised therein for the support of the schools; this apportionment shall be made on such principle as the said board of education shall deem best calculated to promote the cause of education among the people, having regard to the wants of the inhabitants of the several school districts, their situation, the number of pupils attending the schools, the qualifications of the teachers, and any other just consideration; but no apportionment shall be made to any school, unless established in conformity with the provisions of this act.

9. *And be it enacted*, That whenever, upon the view of the township board or boards of education, of any township or townships, or upon the written application made to them by the trustees of any school district, or upon the written application of ten or more legal voters residing in a school district, certifying that a new school-house is necessary, or that a larger sum than twenty-five dollars is needed to enlarge or repair a school-house, the township board or boards of education, shall call a public meeting of the legal voters of such district, at some public place therein, by notices signed by their president or secretary, or by their respective presidents or secretaries, setting forth the time, place, and purposes of such meeting, and set up in at least three public places in said district, ten days before the day of meeting; and the legal voters so met, shall have power, by the consent of the majority of those present, to authorize the trustees to purchase land to build a new school-house, or to enlarge or repair the existing school-house, and to raise, by taxation in the district, any sum of money the major-

city so assembled shall agree to, for any one or all of the purposes enumerated; and in case any money shall be ordered to be raised by taxation, the said board or boards of education, shall make out and sign a certificate thereof, and deliver the same to the assessor or assessors of the township or townships in which said district is situate; which said assessor or assessors shall first assess upon the polls in the district, such sum as the township board or boards shall direct, not less than twenty-five cents, nor more than two dollars, and the balance on the property, real and personal, in the district; which money shall be assessed, levied, and collected at the time that other townships moneys are or may be assessed, levied and collected; and it shall be the duty of the collector or collectors of the township or townships in which said district is situate, to pay over all moneys by him or them received, which shall have been assessed by virtue of a district meeting as aforesaid, to the town superintendent of the township in which the school-house is, or is intended to be located, to be paid out by him on the order of the trustees thereof, for the purposes directed by the district meeting so held as aforesaid: *provided*, that no money shall be paid out for building or repairing any school-house, until the township board or boards of education have approved of the intended location of the same, and the plans and specifications previously submitted to them by the trustees aforesaid.

10. *And be it enacted*, That it shall be the duty of the township board of education to transmit, through the secretary thereof, on or before the tenth day of December, annually, to the secretary of the county board of education, a written report of the condition of the schools of the township, a copy of which report, shall also be filed with the clerk of the township, ten days previous to the annual town meeting.

11. *And be it enacted*, That any vacancies that may happen in the township boards of education, caused by death, resignation, or otherwise, shall be filled by the township committee of the township, until the next annual town meeting. .

12. *And be it enacted*, That the members of the township boards of education, shall be reimbursed by the township collector, for all expenses incurred in the discharge of their official duties ; their accounts being first audited by the township committee. The necessary incidental expenses of the said board, shall be allowed and paid in the same manner.

ARTICLE IV.

Of the State Superintendent and County and Town Superintendents.

1. *And be it enacted*, That the state superintendent of public schools shall hold his office for three years, and until a successor shall be appointed ; he shall receive an annual salary of two thousand dollars, payable quarterly, which shall be in full for his services and traveling expenses.

2. *And be it enacted*, That it shall be the duty of the state superintendent, under the direction of the state board of education, as soon as may be practicable after this act shall go into effect, to compile a code of instructions for the county and township boards of education, county and town superintendents, boards of county examiners, and all other officers named in this act ; and to append to the same, directory forms of procedure and forms of reports, certificates to teachers, and all other forms and matter he may deem necessary to ensure a complete organization of the system of public education, and the uniform and thorough administration of the law in all the educational departments, and to furnish one copy each of the same, printed in pamphlet form, to the boards of education in counties and townships, and to the trustees of the public schools in the state.

3. *And be it enacted* That it shall be the duty of the state superintendent to visit the different counties of this state, and, as far as may be practicable, the different townships and schools, for the purpose of collecting information as to the working and administration of the law, and the condition of

the public schools, and to diffuse information on the subject, by addresses and personal communication with the people and with the county, town and school officers.

4. *And be it enacted*, That it shall be the duty of the state superintendent to adjust and decide, without cost to the parties, all disputes and controversies arising under this act, which may be submitted to him for decision; the facts of which cases shall be stated in writing, verified by oath or affirmation, if required, and accompanied with certified copies of all necessary minutes, contracts, orders, and other documents, and his decision made in writing and by him signed and approved by the attorney general, and delivered to the county or town superintendent in which the controversy or dispute shall have arisen; shall be conformed to by all persons having notice thereof, until a different decision shall be made by the supreme court, or any circuit court of this state.

5. *And be it enacted*, That it shall be the duty of the state superintendent to enter, or cause to be entered, in proper books provided for the purpose, all decisions made by him of questions arising under this act.

Of County Superintendents.

6. *And be it enacted*, That the county superintendent shall hold his office for two years, and until a successor be appointed; he shall receive the sum of two dollars for every day in which he shall be actually engaged in discharging the duties of his office, to be paid by the county collector out of the funds of the county, on the order of the county board of education of said county, provided that no compensation shall be paid to him, until he shall produce an acknowledgment of the state superintendent, that he has received from him the report, required annually to be made by the provisions of this act.

7. *And be it enacted*, That it shall be the duty of the county superintendent to visit, at least once each year, the

schools in the several townships, and to advise with the township boards of education, superintendent, and others connected with the public schools, in all matters pertaining to the arrangement and discipline of the schools, the course of study to be pursued, and the books to be used ; and with reference to the duties to be required of the trustees and teachers.

Of Town Superintendents.

8 *And be it enacted*, That the town superintendent of each township shall hold his office for one year, and until a successor be appointed ; he shall receive the sum of one dollar and fifty cents for every day in which he shall be actually engaged in discharging the duties of his office, to be paid by the township collector out of the funds of the township, on the order of the township board of education : *provided*, that no compensation shall be paid to him until he shall produce an acknowledgment of the county superintendent that he has received from him the report required annually to be made by the provisions of this act.

9. *And be it enacted*, That the town superintendent of public schools in each township, is hereby authorized to receive from the county collector such sums of money as shall be apportioned to said township by the county board of education, and also from the township collector of the township, such sum as shall be raised in or appropriated by the township for school purposes ; but before receiving any money, he shall enter into bond to the inhabitants of the township in their corporate name, with two good and sufficient sureties, being freeholders and residents in the township, to be approved by the township board of education, in such sum as shall be prescribed by the said board, conditioned for the faithful performance of the duties of his office ; and the said town superintendent shall pay over no money received by him, except upon the written order of the trustees or a majority of them, which order shall state the purposes for which it is given, and be

made payable to the order of the person entitled to receive the same, and endorsed by him.

10. *And be it enacted*, That it shall be the duty of the town superintendent to see that the law respecting public schools is properly enforced, and the rules and regulations of the state, county and township boards of education, properly observed in the township.

11. *And be it enacted*, That it shall be the duty of the town superintendent to visit the schools of the township at least once in every term, to consult and advise with the trustees and teachers, collect information of the condition of the public schools of the township, and by addresses and other means diffuse among the people such information as will tend to promote the interests of public education.

12. *And be it enacted*, That it shall be the duty of the town superintendent of each township to present to the township board of education at its annual meeting, an exhibit of his account in such a manner as will show the sources and amount of receipts, and by whom paid; the purposes and amounts of disbursements, and to whom paid, and his vouchers, in order that the same may be duly audited by the said board.

13. *And be it enacted*, That it shall be the duty of the town superintendent of each township, within ten days after the expiration of his term of office, to render to the president of the township board of education a just and true account in writing, of all moneys received and disbursed by him; and if on rendering such account any balance shall be found remaining in the hands of the town superintendent, the same shall be immediately paid over by him to his successor in office; every town superintendent who shall refuse or neglect to render such an account as is above required, or neglect or refuse to pay over any balance in his hands, shall forfeit for each offence the sum of fifty dollars; and it is made the duty of the township board of education, in the name of the township, to prosecute for the same.

ARTICLE V.

Of Boards of Trustees and Teachers of the several School Districts.

1. *And be it enacted*, That the legal voters of the several school districts shall, at their annual district meetings, to be holden on the first Monday in April next, elect three discrete persons, being residents and voters in the district, to be the trustees of the said district; and at the first election held after this act shall take effect, they shall elect one of the said trustees to hold his office for one year, one to hold his office for two years, and one to hold his office for three years; and afterwards one trustee shall be elected annually, on the first Monday of April, to hold his office for three years, and in case of any vacancy, the same shall be filled by the legal voters of the district, at a special meeting to be called for that purpose by the remaining trustees, or if there be no trustee in office in the said district, then by the town superintendent of the township; of which meetings ten days' notice, in writing, shall be given, by notices set up in three of the most public places in the district.

2. *And be it enacted*, That the trustees of the district schools, and their successors, are hereby severally constituted bodies corporate and politic, to be known and distinguished by such name as they may respectively assume, or as may be given to them by their respective township boards of education.

3. *And be it enacted*, That it shall be the duty of the trustees to provide a suitable house in which the school shall be kept, subject to the approval of the township board of education. They shall have the custody and control of the house and other property of the district. They shall give notice of the annual and other meetings of the district for the election of the trustees. They may, with the approval of the township board of education, contract with and employ a competent

teacher, having a certificate of license. They shall pay the wages of such teacher, by an order, in writing, on the town superintendent of the township, which order must be signed by the trustees, or a majority of them, and shall state the purpose for which it is given, and be made payable to the order of the person entitled to receive the same, and endorsed by him.

4. *And be it enacted*, That it shall be the duty of the trustees of each school district, to transmit, on or before the first day of May annually, to the secretary of the township board of education, of the township in which the district is situate, a complete list of the children residing therein, capable of attending school, between the ages of five and eighteen years, together with their names, and the names of their parents or guardians, and to place on file with the teacher of the district, a true copy of said list and in case the trustees neglect or refuse to make such report, they shall not be entitled to draw on the town superintendent of the township, for any portion of the money apportioned to or raised in the township, for school purposes.

5. *And be it enacted*, That the trustees, by one or more of their number, shall be required to visit the schools of their district, at least once in every term, and perform such other duties as may be required of them, by the township board of education, in order to carry into effect the provisions of this act.

Of Teachers.

6. *And be it enacted*, That no person shall be employed as a teacher in any school supported entirely, or in part, by the public money, unless such teacher shall possess a certificate of license; and whose moral character, literary qualifications, and ability to teach, shall be such, as in the judgment of the county board of examiners, qualify him for the office of teacher.

7. *And be it enacted*, That every teacher so employed, shall keep a register of all the children in the district, and of all the children attending the school ; their names, and ages, and the names of their parents or guardians ; the date when each child entered and left the school ; their daily attendance ; the branches taught, and the number and names of pupils engaged in the study of each of the said branches, and also to record the day of the month on which the school may be visited by any of the township or other officers named in this act, as well as the names of other visitors. A copy of which register shall be filed by the teacher, with the town superintendant of the township in which the district is situate ; and until so filed, it shall not be lawful for the teacher so neglecting or refusing, to receive any portion of the public money for his services.

ARTICLE VI.

Of the State Appropriations for the support of Public Schools.

1. *And be it enacted*, That for the encouragement and maintenance of public schools in the several townships and cities of this state, the sum of one hundred thousand dollars is hereby annually appropriated. Fifty thousand dollars out of the income of the school fund, and fifty thousand dollars out of the state treasury. If the annual income of the school fund shall not have been received in full, or shall be insufficient for this purpose, then the treasurer of the state, is hereby directed to pay the same out of the state treasury, to be replaced by the annual income of the said fund, so soon as it shall be received.

2. *And be it enacted*, That the sum of fifty thousand dollars out of the income of the school fund, shall be paid on or before the first day of April annually ; and the sum of fifty thousand dollars out of the state treasury in like manner, on or before the first day of October, annually.

3. *And be it enacted*, That it shall be the duty of the trustees of the school fund, on or before the first day of April, annually, to apportion the money so appropriated, among the different counties of this state, in the ratio of the population thereof, as ascertained by the last preceding census. A copy of which apportionment shall be made out, and filed with the Treasurer, whose duty it shall be, forthwith to give notice, in writing, to the collectors of the several counties, and also to the presidents of the county boards of education, of the sum apportioned to each county. One half of which shall be paid immediately thereafter, by the state treasurer, to the county collectors of the several counties, and the other half in like manner, on or before the first day of October annually.

*Of the Money raised in the Townships for the support of
Public Schools.*

4. *And be it enacted*, That it shall be the duty of the township board of education, in each county, at its meeting in January, annually, to determine by estimate, as nearly as practicable, the amount of money necessary to be raised in the township in addition to the state appropriation, for the purpose of maintaining free schools the ensuing year, which estimate in detail, shall be filed with the clerk of the township, ten days previous to the annual town meeting, and a copy thereof delivered by the said clerk to the assessor of the township, who shall be chosen at the ensuing town meeting, at least one month previous to the time required by law, for making the assessment of taxes in said township.

5. *And be it enacted*, That it shall be the duty of the assessor of the township to assess on the polls and estates of the inhabitants of the townships, such sum as the said township board of education shall certify as necessary to maintain free schools in the township; the assessment to be made at the same time, and collected in the same manner as other township or city taxes are or may be assessed and collected.

6. *And be it enacted*, That in assessing the amount provided for in the preceding section, the sum of one dollar shall be assessed on each male inhabitant of the township, of the age of twenty one years and upwards, and the remainder on the taxable property of the township, in the same manner as other township taxes are or may be assessed.

7. *And be it enacted*, That the money apportioned to the township, and the money raised therein, shall be applied by the township board of education, in each township, to the purposes of maintaining free schools in said township, in which shall be taught, free of charge, all the children residing therein, of legal age, and capable of attending school.

Miscellaneous Provisions.

8. *And be it enacted*, That it shall be the duty of the board of examiners, in each county in this state to meet on the fourth Tuesdays of March and September, annually, at ten o'clock A. M., at the court house in the county, or such place in the immediate vicinity thereof, as may be convenient, with power to adjourn from time to time, and to hold special meetings when they may be deemed necessary by the county superintendent; and when so met, shall examine and license by certificate under their hands and seals, suitable persons as teachers of the public schools in the county, which said certificates shall express the grade of qualification of the teacher in manner and form that shall be prescribed by the state superintendent, and shall continue in force for one year unless for just cause revoked by said board of examiners.

9. *And be it enacted*, That the members of said board of examiners shall respectively receive for the services required of them by the preceding section, the sum of two dollars per day while engaged in the performance of their duty to be paid by the county collector out of the funds of the county upon the order of the president of the county board of education.

Repealing Clause.

10. *And be it enacted*, That all general and special acts and parts of acts, and all supplements thereto, inconsistent with the provisions of this act, be and the same are hereby repealed, except such acts as have been passed with reference to the schools of incorporated cities; *provided*, that the fifth and sixth sections of the supplement to the act entitled "An act to establish public schools," approved March fourteenth, eighteen hundred and fifty-one, shall be and remain in full force until the provisions of this act shall take full effect.

